

# GANDHIAN EXPERIMENT IN PRIMARY EDUCATION

C. S. Subba Rao

(A DECADE HAS PASSED  
SINCE THEN)



National Council of Educational Research and Training



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(A DECREE HAS PASSED)



**National Council of Educational Research and Training**

*March* 1975

*Phalgunā* 1896

P D 2 T

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Rs. 15.10

Published at the Publication Department by Smt. J. Anjani Dayanand, Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110 016 and printed at Nagarjuna Art Printers, Kachiguda, Hyderabad-500027.



## FOREWORD

In realisation of the fact that the changing social and economic pattern of Indian society calls for fundamental changes in the system of education, work experience and vocationalisation of education have been made perhaps the cornerstone of the national policy on education. In pursuance of this, educational agencies all over the country are currently engaged in the task of changing over to the new pattern of education.

The modern concept of work experience and vocationalised education is, in fact, a reaffirmation, in the context of industrialised India, of the educational ideas of Mahatma Gandhi which centered round productive and socially useful work. Therefore, in tackling the problems that are inevitable in the conversion of the conventional educational system to a work and vocation oriented system, one can profit from a study of the attempt that was made some years ago to introduce Basic education in the country.

With this in view, the National Council has published the study "Gandhian Experiment in Primary Education" by Dr.C.S. Subba Rao. It is hoped that this work will be of interest to all concerned with the implementation of work experience programmes and vocationalised education.

Rais Ahmed  
*Director*  
*National Council of Educational*  
*Research and Training*

New Delhi  
15 November 1974



# P R E F A C E

## The Experiment

The concept of Basic Education was given to us by Mahatma Gandhi, after trying out his experiment of primary education from 1908 to 1937 at the Phoenix settlement and the Tolstoy Farm in South Africa and Sabarmati and Sevagram Ashrams in India. His views on education and the four resolutions of the Wardha Educational Conference of 22 and 23 October 1937 formed the basis for the Report of Dr. Zakir Hussain Committee and its acceptance by the Indian National Congress. With the formation of Congress Governments in most of the Indian provinces in 1938, Gandhiji's primary education was experimented by the Provincial Governments through their departmental machinery. The Government of India appointed a number of committees and commissions all of which recommended the effective implementation of this useful system at the first level of education.

It was thought that the system of education had passed its experimental stage and the State Education Departments were only required to implement the idea on mass scale, as it was successfully tried on a small scale under the leadership of Mahatma Gandhi at Sevagram and other places. It was also believed that the ideological battle for the acceptance of this pattern was already won.

But unfortunately there were a number of criticisms against the practice of this pattern of primary education and sometimes it created confusion even in the minds of educational practitioners and those interested in education, regarding its theoretical soundness.

## Was the experiment successful ?

Has Basic education failed ? Or has it made slow progress ? These are very complex and difficult questions to answer. What do people mean when they say that Basic education has failed ? Does it mean that the theory of Basic education is so utopian that it cannot be translated into practice inspite of the honest efforts of the educational administrators and classroom teachers ? Or does it mean that the necessary physical and personnel facilities have not been provided, which resulted in the half-hearted implementation of this

system of education? There are people who take either of these sides i.e. those who blame the system itself and those who find fault with the administration for its shortcomings. Some responsible people have already said that Basic education has not failed, but it was sabotaged. All the above statements are based on the opinions of people interested in either side, and not based on any research findings.

This study of Gandhian Experiment in Primary Education was conducted in two phases. First a micro approach was adopted to make a detailed study of this experiment in the State of Andhra Pradesh. The Government of Andhra Pradesh appointed a Special Committee in 1960 for recommending the effective practice of Basic education; and prior to this in 1956 the present researcher conducted a survey of the 'Government Basic Schools in Telangana (Eight districts of Andhra Pradesh)' and published the findings in 1958 in a small book, 'Basic Education in Practice'. This survey was conducted before the re-organisation of States and hence it could not cover all the twenty revenue districts of the State. Its findings are now out of date. At the national level the Education Commission appointed by the Government of India in 1964 gave its report in 1966. These factors will certainly change the shape of Basic education being practised today and no researcher in future will be in a convenient position to study the present practices of this system as it could be done during the past two or three years. Considering this, the timing of this comprehensive study has been strategic and appropriate.

In the second phase a macro approach was adopted to survey similar studies conducted in other States, though many of them have not covered the entire jurisdiction of Educational Directorates or every aspect of Basic education. An attempt has been made to collate the findings of most of the researches on Basic education conducted in several states, with those of the Andhra study in order to get a fairly comparative national picture of the true practice of Basic Education. The readers of this report will observe that practically there is no difference in the findings of Andhra study and the several other studies conducted in different states, except in one or two cases. So, this report will reveal, on the basis of research findings, that Basic education has made slow progress not because its theory was not sound or practicable, but because of certain administrative and organisational irregularities in the practical implementation of the operational aspects of this system. This factor is universally true throughout the country and perhaps further research is necessary to find out the

reasons responsible for this factor. May be our administrative and organisational procedures are faulty or our administrators, organisers and teachers lack certain qualities of character, understanding, attitude or skill. Unless this is quickly enquired into and suitable corrective measures are taken, any good system of education is bound to make slow progress in this country.

All the universities and colleges of education with post-graduate programmes were requested to send either the reports themselves or abstracts of researches on Basic education to the National Institute of Basic Education where this work was taken up by me when I was Senior Research Officer there. The various 'Basic Education Abstracts' and Elementary Education Digests published by the National Institute of Basic Education itself and other literature have been carefully studied at the National Institute of Education, New Delhi, where I completed this project. On the basis of the documentation of about fifty relevant researches similar to the Andhra study this report has been written. The numbers of the researches which appear in the brackets indicate their position under the bibliographical reference given at the end.

Realising the need for critical investigation into the practice of Basic Education in the State of Andhra Pradesh, I approached Dr. M.S. Patel, Dean, Faculty of Education and Psychology, M. S. University of Baroda and he readily consented to encourage me in my work. I am very grateful and thankful to him for the valuable suggestions and guidance he gave me from time to time. My work has thus resulted in this thesis which was submitted, in conformity with the requirements for the Degree of Doctor of Philosophy, to the Maharaja Sayajirao University of Baroda.

I am specially indebted to Shri L. Bullayya the then Director of Public Instruction, Government of Andhra Pradesh for the facilities he provided to me to get any data I wanted from his office and the educational institutions under his jurisdiction. I am thankful to my friend Shri B. K. Rao, I.A.S., the then Deputy Secretary, Ministry of Panchayat Raj and Planning for helping me to get the data from the Block Development Officers, Extension Officers (Education) and the institutions managed by the Zilla Parishads and the Panchayat Samitis. I owe a debt to all the Educational Officers, Headmasters and Teachers of Basic Schools and Basic Training Schools, who took enormous pains to answer my lengthy questionnaires.

Shri S. C. Chaudhari, Reader, Department of Primary Education, and Dr. K.G. Rastogi, Research Officer, Department of Teacher Education of the National Institute of Education, Delhi, have gone through the manuscripts and made a number of useful suggestions. Shri P. M. Sarma, Statistician, Ministry of Rehabilitation and Shri Y. Satyanarayana, Statistician, Institute of Economic Growth, Delhi, gave me technical help in the treatment of statistical data. My grateful thanks are due to Prof. S. V. Chandrasekhara Aiyar, Ex-Director, National Council of Educational Research and Training, who has not only ordered the publication of this research work, but also made several valuable suggestions for improvement of the quality of this publication. I am indebted to Dr. Rais Ahmed for giving a very thoughtful and encouraging foreword. I am deeply indebted to Shri D. Raghavan, Ex-Head, Publication Unit, N.C.E.R.T., for the pains he has taken for abridging and reediting the original thesis to bring about a handy publication.

In this connection I cannot forget the contribution of my wife Shrimati C. Sarada, who showed keen interest in educational problems being herself a Teacher Educator; for her continuous encouragement enabling me to finish this task.

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PART ONE

# THE PROLOGUE



## CHAPTER I

# *The Technical Aspects of the Study*

## INTRODUCTION

**M**AHATMA GANDHI was the father of Basic education, which was considered to be the action design for translating his philosophy into practice. The present study is an attempt to investigate into the practice of Basic education in the State of Andhra Pradesh and at the end to collate its findings with those of similar studies conducted in other states.

The State of Andhra Pradesh was ushered in 1956 due to the reorganisation of states on the basis of the languages of the people. The Telugu speaking people of the erstwhile Andhra State, which area formed part of the erstwhile Madras Presidency till 1953 and the Telangana area which formed part of the erstwhile Hyderabad State constitute now a single State called Andhra Pradesh, which is the fifth largest reorganised state and the fourth most populous one in the union of India <sup>1</sup>

The third Five Year Plan of Andhra Pradesh provided for the introduction of free, universal and compulsory education for 95 per cent of boys and 70 per cent of girls of the age group of 6-11 years and increase in educational facilities for the children of the age groups 11-14 and 14-17 to the extent necessary. The scheme of universal, free and compulsory Primary education for the age group of 6-11 years was launched in the state on June 1, 1961. The total outlay of the Education in the third Five Year Plan for the state was Rs. 2,361.00 lakhs. Andhra Pradesh also implemented with the rest of the country Basic education, which is Gandhian pattern of Primary education.

1 Department of Information and Public Relations, Andhra Pradesh *Andhra Pradesh At a Glance*, Hyderabad, Director, Government Press, A.P. 1961. Pp 1 to 10.

### BASIC EDUCATION AT A GLANCE

It may be stated that the following are the broad, individual and social goals of Basic education

- 1 To provide education for life and through life to all children, so that they may acquire the capacity for self reliance in every aspect of a clean, healthy and cultured life and also acquire an understanding of the social and moral implications of such a life.
- 2 To provide education for the allround development of the personality of each individual child, so that it may get opportunities for an integrated, balanced and harmonious growth.
3. To develop the school as an instrument for the creation of a co-operative, and dynamic social order, free from exploitation and violence.
- 4 To develop in the children an understanding of the superiority of non-violence over violence and of the rights, responsibilities and obligations in a social order of workers, who will look upon all kinds of useful work including manual labour as honourable and who will be both able and willing to stand on their own feet.

In order to achieve these broad individual and social aims of education, Basic education envisaged compulsory and universal schooling of 8 years for the age group 6 to 14 through the medium of the mother tongue of the child and recommended the inclusion of productive manual work as a medium in such an integrated educational scheme. It is essential to preserve the wholeness of the entire period of this Basic stage of education, even though it is not possible in some cases to organise all the classes in the same building or at the same place.

Basic education strives to educate the child through productive, creative and socially useful work placed at its centre, as this is considered to be the most effective approach in providing integrated all-sided education leading to the integrated development of the whole personality of the child.

- 1 This approach is *psychologically* desirable as it:
  - a imparts right kind of training in useful habits and attitudes, purposeful application, concentration, persistence, thoughtful planning and problem-solving capacity which are so much needed in today's society,
  - b. relieves the child from the monotony of purely academic and theoretical instruction and makes learning meaningful, purposeful and goal-directed,



- c. balances the intellectual and practical elements of experience and educates the body and mind in co-ordination,
  - d. acquires for the child not the superficial literacy which implies, often without warrant, the capacity to read the printed page, but the far more important capacity of using hands intelligently with knowledge for some constructive purpose.
2. This approach is *socially* useful as it :
- a. provides opportunity to the boys and girls to participate in the work irrespective of any distinction of caste, creed or class,
  - b. tends to break down the existing barriers of prejudice between manual and intellectual workers, and
  - c. cultivates in the child a sense of dignity of labour and instils respect and love for socially useful work.
3. This approach is *economically* useful as it
- a. increases the productive efficiency of the child and
  - b. makes the child self-reliant.
4. This approach is *educationally* sound as it :
- a. makes the acquisition of related knowledge more and more concrete and realistic, and
  - b. relates knowledge to life of the child and correlates its various aspects with one another.

The most important thing in Basic education is to create in the child love for craftsmanship. When once this is created it is easy to enable the child to co-ordinate its sensory activities and apply such experience to real situations, and to make it appreciate the value of honest labour. These results can be effectively achieved in case the crafts introduced have the potentiality to fit into the natural and social environment of the school.

It is not enough if the crafts chosen merely fit into the natural and social environment of the school, as they must also be rich in intellectual content and provide scope for progressive development of knowledge and practical efficiency. In other words the crafts chosen must hold out the maximum educational possibilities, which are exploited while helping the child to know the why and wherefore of every process of craft through personal observation and experience. In this process care must be taken to maintain balance between the productive and educational possibilities of Basic crafts. So, it is also necessary to explore the economic possibilities of craft-

work, without conflict with the educational objectives and to develop, lay down and attain specific targets of productivity.

Craft-work is also organised to develop in the pupil some reasonable skills of good craftsmanship in the handicrafts chosen to enable the pupil to pursue it as an occupation, if he or she chooses after finishing the course. In this process the child will produce articles of quality, as good as that which children at that stage of their development can make. Through the sale of the products it is possible to meet a part of the running expenditure of the institution in providing for school furniture, equipment or midday meals or school uniforms.

Basic education aims at imparting the citizens of the future a keen sense of personal worth, dignity and efficiency and strengthening their will and desire for self improvement and social service in a co-operative community. It requires them to carry the outlook and attitudes acquired in the school environment into the wider world outside through the establishment of close relationship of work done at school with the work of the community. It is possible to develop integration between school and community, so as to make education as well as children to whom it is imparted more social minded and co-operative. This objective can be achieved by organising the school as a living and functioning community (with its social and cultural programmes). Student self-government is formed in Basic schools to help the students to live a democratic life in the school community and to provide continuous training in undertaking responsibilities, and to cultivate qualities of self-reliance, co-operation and respect for dignity of labour. The students are encouraged to participate in life around the school and to organise various types of social services in the local community.

Mother tongue is utilised as the medium of instruction. Home-craft is specially introduced for girls. Basic education avoids burdening the curriculum with items of knowledge which are not really important and significant for a particular stage.

Introduction of productive work in the curriculum inspires the teachers in their methods of teaching other subjects through it. It means relating knowledge to activity, practical experience and observation, laying stress on the principles of co-operative activity, planning, accuracy, initiative and individual responsibility. The curriculum content is related to three main centres of correlation—namely craft-work, natural environment and social environment, as these form the natural foci of interest of the growing child. It is necessary to avoid forced associations while teaching the subjects through correlation. The items of syllabus that cannot be easily

correlated with any of the centres of correlation can be taught according to the methods of teaching adopted in any good school, respecting the principles of interest and motivation and the value of expression work.

Books are utilised as a source of additional systematised knowledge and pleasure in addition to productive work.

### Acceptance by the Government

Basic education was accepted as the national pattern of Elementary education by the Government of India and the various states.

The Central Advisory Board of Education which advises the Government of India on educational problems, realised the importance of the Wardha scheme from the very outset. At their meeting held in January, 1938, the Board appointed a committee under the chairmanship of Hon'ble B. G. Kher, Premier and Education Minister, Bombay Government, to examine the scheme (Dr. Zakir Hussain Committee Report) in the light of the Wood and Abbott Report on General Education and other relevant documents and to make recommendations."

In January 1939, the Central Advisory Board of Education appointed another committee under the same chairman to report on the co-ordination of Basic system with higher education. Thus after discussing the scheme in official and non-official conferences and committees of educationists the Government of India accepted the scheme

The reports of both the committees were approved by the Central Advisory Board of Education and their main conclusions were incorporated in the Board's Post-war Educational Development Plan in India 1940. This report was generally approved by the Government of India and the Provincial Governments.<sup>2</sup>

The Governments of India, Madras, Hyderabad, Andhra and Andhra Pradesh not only accepted this pattern, but also incorporated it in their Five Year Plans.

The Government of India and the Provincial Governments have prepared their Five Year Educational Plans in the light of the recommendations of the report of the Central Advisory

2. *Syllabus for Basic Schools*: Ministry of Education, Government of India, 1955.

3. *Basic and Social Education*: Ministry of Education, Government of India, 1956, P.4.

Board of Education referred to above and have already started implementing them since 1946-47.<sup>4</sup>

According to the five year plans the Governments of Madras, Hyderabad, Andhra and since 1956 the Government of Andhra Pradesh have been implementing the national policy of Basic education at the Primary and Middle stages of education in the area selected for this investigation.

India is passing through a period of systematic planning and a study like this will enable the Government to take stock of the things in the first three five year plans and the current one, in order to make the future plans more efficient and practical. Prof. K. G. Sayadain was of the opinion that :

“In any developing scheme of education or, for that matter, in any other field—careful assessment and appraisal are essential to maintain the integrity of the objectives and the efficiency of means adopted for their attainment.”<sup>5</sup>

The means which did not help the fulfilment of the objectives should be discarded. This investigation is aimed at the location of the means adopted for the realisation of the ends of Basic education, and to examine whether the same were based on adequate foundations. In other words an attempt was made to probe into the past, to understand the present and to peep into and plan for the future to make Basic education successful. Since three Five Year Plan periods had elapsed and the fourth one was about to commence, it was important to know how far the Basic schools progressed and what were the possible impediments in their progress, if any.

## THE PROBLEM

### Statement

Statement of the problem may be termed as follows :

“A Critical Investigation into the Practice of Basic Education in the State of Andhra Pradesh”.

It is essential to define the terms used in the problem. ‘Critical Investigation into the Practice of Basic Education’ means complete appraisal of the working of the schools. It will include the examination of the data as to when the schools were started and how they are progressing with the work expected of them. It means going into the technical and operational aspects of the school work, which includes administration, organisation, management, supervision,

<sup>4</sup> *Ibid* p 4.

<sup>5</sup> *Educational Five Year Plan*, New Delhi, Ministry of Education, Government of India, 1956, p.1

inspection and assessment of scholastic work. "The Practice of Basic Education" connotes the actual work that goes on in the Basic schools and the efforts made by the Education Department to make this work possible. The term 'Basic Education' generally connotes the work of the Basic schools, which are established by the Government, or local Governmental agencies, or private managements and financed from the public treasury either completely or partially, the teachers appointed either by the Government or by properly constituted selection committees of private managements and controlled and supervised by the officers of the Education Department. These schools might have been either started as traditional primary schools and later converted by the managements or Government into Basic pattern or started as Basic schools as such for the education of the age group 6 to 14. According to Miss Marjorie Sykes, Principal, Nai Talmi Bhavan, Hindustani Talimi Sangh, Sevagram, the term 'Basic' has been used for the following reasons :

1. that this education comes first in order of time,
2. that it is essential for proper development of the higher stages of education,
3. that it will prepare individuals to meet the demands of actual life in the adult society of which they will form a part."

So, the expression 'Basic Education' connotes the system and practices of Primary education, based on the principles evolved by the Wardha National Education Conference, the committees appointed by the Central Advisory Board of Education and finally accepted by the Governments of India and the states. While the principles of Basic education are broadly accepted by the Government of Andhra Pradesh, the Department of Public Instruction might have effected slight changes in details, without prejudice to the fundamentals of the scheme.

#### Need and Importance of the Problem

The Assessment Committee on Basic Education (1956) reported that there were too many fanciful interpretations of Basic education and there was a total rejection of the idea of productive work. The Basic schools, the committee members saw in some of the states, were :

Full of confusion and without the minimum equipments needed for Basic education and the teachers were mostly ill-trained <sup>7</sup>

6. Miss. Sykes, M. *Basic Education: Its Principles and Practices*. Madras: Government of Madras, p. 1

7. *Report of the Assessment Committee on Basic Education*. New Delhi: Ministry of Education & Scientific Research, Government of India.

In a personal letter written to Shri G. Ramachandran, chairman of the Fourteenth All India Nat Talim Conference held at Pachmarhi in November, 1961, Dr. Zakir Hussain the then Governor of Bihar mentioned that "Basic education as practised today was by and large a fraud" This statement hit the headlines as it came from the person who was also the chairman of the first committee on Basic education which prepared the first curriculum (1937).

Later on Dr. Zakir Hussain stated that :

"The principal ideas inherent in the scheme of Basic education were left almost entirely out of account and a facade, inefficient and insincere, was built up and it was known as Basic education. It made me sad and I came out with that statement."

While allegations were levelled against the administration blaming it for the wrong practice of Basic education in the country, Dr. K. L. Shrimali, the then Minister for Education, Government of India, speaking in the Rajya Sabha (Council of States) admitted that :

"The Basic education scheme had not succeeded and had not been implemented as envisaged by the committee which propounded it several years ago. The failure is mainly due to lack of proper human materials.. There are some good Basic schools and some bad ones. The success of the scheme largely depended on the availability of good teachers."

There was a second admission by Dr. Shrimali that Basic education has been a failure when he addressed the first meeting of the National Board of Basic Education at New Delhi. Dr. Shrimali quoted the letter of Shri. E.W. Aryanayakam, a member of the National Board of Basic Education and the President of the Hindustani Talimi Sangh (Indian Education Society) Sevagram in which he had made a reference of the statement by Dr. Zakir Hussain. Dr. Shrimali the then Union Education Minister said at the first meeting of the National Board of Basic Education in 1962 :

"If Dr. Zakir Hussain expresses that opinion, we have to give serious consideration to the whole matter and there has to be a lot of heart searching and serious thinking about the whole issue. Basic education has been a failure and I shall not hesitate to confess it. Several State Governments had made very serious attempts to work out a systematic programme of Basic education

8. *Souvenir of the State Basic Education Conference*, Kallupatti: Tamilnad Basic Education Society, 1964. Pp 21-22

9. Question time in Council of States on 2nd May 1962, *The Hindu*, May 3, 1962

and even then, as statistics indicated, Basic education has not made much headway."<sup>10</sup>

In the second meeting of the same Board after a lapse of three years since Dr. Shrimali's statement, the succeeding Minister for Education, Shri. M. C. Chagla declared that 'Basic education should be made an integral part of our education. It was reported that the Board had met to review the progress of Basic education and to formulate measures to make the system more efficient and popular.'<sup>11</sup>

Shri. G. Ramachadran remarked in the same meeting that the people doubted whether the Government was sincere about Basic education. He therefore called for a declaration that the Government would not give up Basic education. Shri. E. W. Arayanayakam and many other speakers wanted Basic education to be freed from politics, expressed dissatisfaction over the progress of Basic education and called for sincere and honest efforts to expand it.<sup>12</sup>

Dr. Zakir Hussain again said at Bangalore that practice of Basic education was a mockery and it did not fail but was sabotaged. Shri M. C. Chagla had also agreed with the observations of Dr. Zakir Hussain that 'it (Basic education) has become a vast mockery.'<sup>13</sup>

Following the observations of Shri. M. C. Chagla, the *Hindustan Times*, a noted Delhi daily in its editorial commented that no good Basic school existed in the country and accused that Mr. Chagla seemed to suggest clearly that Basic education was of little known and imperfectly understood quantity.

"If he is now announcing his belief in spreading it progressively and as quickly as possible it was because Basic education can be easily made to mean different things. To regard it as the tagging of craft to the existing syllabus in the Primary schools is to make a convenient travesty of the whole idea of Basic education, though admittedly it has the advantage of putting it in the domain of the immediately practicable. But it does not help matters.

10. Address of Dr. K. L. Shrimali, Minister for Education, at the first meeting of National Board of Basic Education on August 10, 1962. *The Deccan Chronicle*, August 11, 1962.

11. *Hindustan Times*, 4th February, 1965.

12. *Ibid.*

13. Budget speech of Shri. M. C. Chagla, Union Education Minister, communicated to the National Institute of Basic Education, by the National Council of Educational Research and Training vide No. F-3 25/65—NCE IV dated 7th July 1965.

Indeed, it thickens the confusion already surrounding education in this country today. When he says we are going Basic the suspicion must be that all Mr. Chagla means to do is to seek refuge behind the different views held on Basic education and to uphold that aspect of it in which it emerges as little more than an innocuous platitude."<sup>14</sup>

The editorial also accused that the Congress party paid a lip homage, without having conviction or faith. In spite of the fact that Basic education was not one of those utopian concepts like his belief in economic trusteeship, Gandhiji had been content to leave it at the stage of an intuitive shot in the dark. But Gandhiji carefully spelt out Basic education in fairly detailed and well-integrated terms. Yet it is doubtful whether shining examples of Basic education in action could be seen in this country today.<sup>15</sup>

While this confusion about Basic education existed in Government circles, an editorial from *Deccan Chronicle*, an English daily from Hyderabad, remarked on a Planning Commission Report from Delhi, that :

"A great handicap to the acceleration of the plan is the Basic character of Primary education. Basic trained teachers are not available in sufficient numbers and where they are available they have no equipment. It is therefore thought advisable to alter the plan to suit the existing conditions and popularise the teaching in mere three Rs "<sup>16</sup>

Basic education was recommended by Mahatma Gandhi, not only as a remedy for the defective Primary and Secondary education of the British days, but also as an instrument of silent social revolution. But the remedy has proved to be ineffective. So the Government of India appointed an Education Commission to go into the whole question of Education at all levels and in its resolution making the appointment of the commission stated that a national system of education rooted in basic values and traditions of the Indian nation and suited to the needs and aspirations of modern society was needed. Integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life was sought. There was wide spread dissatisfaction in the country over the inability to provide universal, free and compulsory education and consequently, the continuance of the mass illiteracy.

14 *The Hindustan times*, 5th February 1965.

15 *Ibid*

16 Editorial - *Deccan Chronicle*, 24th March, 1962



Qualitative improvement of education had not kept pace with quantitative expansion.<sup>17</sup>

In a paper circulated by Shri. J. P. Naik, Member Secretary of the Education Commission, it was stated .

"This scheme was launched more than twenty five years ago and inspite of all the support it had received from the Central and the State Governments, it has not progressed very satisfactorily. The total number of schools converted to Basic pattern is comparatively small and the rate of further conversion is so slow that it may take more than twenty five years to convert all the Elementary schools to the Basic pattern. What is worse, the quality of schools said to have been converted to the Basic pattern is poor and has not justified the expectations entertained from Basic education."<sup>18</sup>

According to him one group thought that the entire experiment should be scrapped, another group felt that Basic education was still the answer to the problems of universal elementary education in India and a third group felt that its principles were intrinsically sound and advocated substantial modification of the scheme before attempting universalisation. He said that craft-work in the curriculum of Basic education was the most controversial area and suggested the introduction of simple activities in classes I and II, simple hand work and crafts like kitchen gardening etc in classes III to V and systematic teaching of crafts in the classes VI to X. Mr. Naik further said :

My firm conviction is that Basic education has drowned itself under the uncontrollable flood of numbers by trying to introduce the teaching of crafts at the Primary stage. This attempt has failed- it could have hardly succeeded and we are left with neither resources nor energy to introduce the teaching of the craft at the appropriate stages - Middle and Secondary. I feel that the only way out of the present chaos is to correct this mistake and for the next ten years to concentrate on the proper teaching of a compulsory craft in all Middle and Secondary schools.<sup>19</sup>

So far in the discussion of the controversies about the practice of Basic education it was revealed that the slow progress might be due to the confusion over the concept of Basic education, administrative misdirection, paucity of well trained teachers, especially in

17 Resolution of the Government of India on the appointment of the Indian Education Commission.

18 From a paper circulated by Shri. J. P. Naik Member Secretary, Education Commission

19 *Ibid*

rural areas, and the role of craft in the lower classes. Prof. K. G. Saiyadain clears a misunderstanding about the system when he says :

“Basic education is not being implemented properly. Villagers think that it is meant for poor people. Emphasis on English and Science are lacking in Basic education and so villagers think that it was meant to keep them backward. But it is a mistake to think that Gandhiji was against villagers, for whom he laid his life. It is necessary to introduce Basic education in the cities and Government is also taking necessary steps in this direction.”<sup>20</sup>

Basic education kept people primitive, while the then Prime Minister Shri. Jawahar Lal Nehru was asking the people to drift away from the bullock cart age, according to one Mrs. G. Basheer of Ootacamund. She contended in a letter to *The Hindu* of Madras that the practices of cleaning vessels, washing clothes, spinning on takli, weaving, cooking etc. were primitive. This programme of the Congress party was not in tune with the jet age, to which children could not be acclimatised by making a rope-trick. Elimination of English as the medium of instruction had destroyed the best vehicle for scientific instruction in the schools. The sooner we discarded our pet notions regarding Basic education and regional language, the better it would be for all of us.<sup>21</sup>

The views of a common citizen like Mrs. G. Basheer might not be taken seriously. An eminent citizen like Dr. C. D. Deshmukh made the following remarks in the course of a speech at Madras :

“Basic education had gone off the rails and there was very little of it in the country in its original sense. Teaching through craft was unsuited to modern world and there were things like the theory of relativity which no craft could teach. A child could learn by craft, but this can be overdone.”<sup>22</sup>

The above statement was published by the press with headlines like “Basic Education is Outdated, C. D. Deshmukh’s Criticism.” However, without going into the correctness or otherwise of these statements at this stage, the investigator wishes to give some more criticisms of the practice of Basic education, as obtained from the people who matter in the area taken for this investigation. Shri. N. D. Sundaravadivelu, former Director of Public Instruction, Madras, said that

20 Shri Ramarao, K., *Basic education and Saiyadain’s views*, *Medhavi* January, 1961 p. 4 (January 11, 1961).

21. *The Hindu*, November 24, 1960.

22 *The Hindu*, June 6, 1962

"Basic education should be made effective without making a fetish of 'correlation' or laying undue emphasis on quantitative production. The danger to the Basic system was far more serious from its adherents themselves than from its opponents, because the former often mistook the means for the end. Skill in crafts was not the end. The students of Basic system should be ensured of their fundamental right of being able to avail themselves of the opportunities of public service which students of the non-basic system enjoyed. Basic education should provide wider knowledge in general education subjects. The system which was good needed to be properly worked. It would be poor consolation to the parents to be told that their children had ability in spinning or weaving. Much importance was given to records and figures at the cost of real ability ""

The Hindu referred to this speech of the Director of Public Instruction in its editorial under the caption 'Basic Education Reconsidered' on 21st April, 1957 and said that his statement was welcomed by those who felt that Basic education needed to be drastically reconsidered

"We may note that one of the problems that has arisen is the disposal of spun yarn, which the Khadi Department is now requested to take over. The theory of Basic education was developed when Gandhiji was rightly dissatisfied about rote learning in schools. Craft work was mainly introduced to make the education of children self-supporting due to inadequate funds in 1930s. But now the situation has changed and both the Government and the people are ready to provide schools for all children and even to attract the poor with midday meals and free equipment. There is no need to compel children to produce goods for the market. But the emphasis on practical education should remain, or else education would become book-centred and we produce clerks and white-collar employees, without dignity of labour ""

Dr. N. Ramlal, Director of Public Instruction in the erstwhile Hyderabad State and Andhra Pradesh referred to both Basic and Multi-purpose schools and said that both the schemes failed to produce the desired results.

"We should concentrate on the essential features of Basic education like equality of man, dignity of labour, and corporate living and rid ourselves of its rigidity. The other features like correlation, productivity in the sense of making profits etc. were

not essential. Teachers should be given freedom to adopt their own techniques without imposing rigidity of craft or norms for production. It was not possible for a Primary school teacher who had undergone one or two years of training to become an expert in craft which formed a very small part of his training. Since it was not possible to produce marketable articles with such meagre proficiency, the aim should be to teach dignity of labour. The cost of raw material supplied should be an educational expenditure, similar to laboratory expenditure in Science classes. Similarly the idea of correlation has been extended so far that it had become ridiculous. Unless radical reforms were introduced Basic education would fail. The Government both at the State and Central levels did not pay enough thought towards the practical aspects of introducing these reforms. The cost involved was so heavy that a poor and under-developed country like India could not afford it. The governments started implementing the recommendations without the requisite preparation or scrutiny of finance and manpower requirements. As Education was a state subject, there was not sufficient co-ordination amongst the states in introducing these reforms. Long after the reforms were introduced the Central Government came out with a model syllabus. Text books of required standard were not available and there was shortage of properly qualified teachers for this small number of converted schools. Even good craftsmen were not available to teach crafts. New subjects like Social Studies and General Science were introduced. The teachers trained in the traditional manner were not able to treat these subjects on right lines."<sup>24</sup>

In 1965 the present investigator interviewed Shri. L. Bullayya, who succeeded Dr. N. Ramlal as the Director of Public Instruction in Andhra Pradesh. He also expressed similar views and said that Andhra Pradesh would be having Primary education of the Basic pattern, though not Basic education itself and as a first step the seven-year integrated Elementary education scheme was introduced.

Two of the District Educational Officers during interviews with them, called Basic education nick-names and expressed their firm belief that the universal character of Basic education could never be realised as it could not be implemented on a mass scale, due to paucity of trained teachers of good quality. They opined that only specimen Basic schools should be started and other schools should try to imitate them. Another Inspector of Schools informed the

24 Dr. Ramlal, N. Inaugural address to the District Educational Conference, Nalgonda, 9th February, 1964 published in *Medhavi*, March, 1964 Pp 4-7.

writer that the school teachers were more after higher grades and tuitions than improving the quality of Basic education, which was not appealing to them. He remarked that people who preached about Basic education sent their children to the traditional English medium schools of high quality.

A lady assistant of a Basic Training school revealed in an interview that though the proper atmosphere was created in the Training schools, the load of craft-work was very heavy besides the heavy teaching practice.

After listing the criticisms of the men who mattered both at the Centre and the State, it will be interesting to note some of the observations of the University Professors of Education in Andhra Pradesh. Basic education received worst criticisms from the University people and it did not get any recognition from any University in India so far.

Prof. K. Vedantachary of the College of Education, Osmania University, said that :

"Basic education created a cleavage between the rural and urban areas and people developed hatred against the expression 'Basic education'. The long history of Basic education did not give us any situations where experimentation was encouraged. The handicrafts were practised even in the public schools, which were supposed to be meant for the higher classes. Forcing a craft was unpsychological as it went against the aptitudes of the children. We might be committing the same mistake in forcing crafts, as in forcing the books in traditional schools. The Basic school teachers look down the non-basic schools.

Some people claimed that there was some mysterious meaning in the term 'Basic' and as Basic education was the most favoured child of the Government, they tried to cash on their loyalty to this scheme by denouncing traditional education."

He also criticised the way training school community mess was run. He did not subscribe to the idea of making the student teachers to cook and serve food. He did not like the scavenging programmes and compulsory prayer. He concluded that Basic educationists were enraged like cobras if any questions were asked, instead of explaining the principles involved in the practices."<sup>25</sup>

Prof. N. V. Thirtha of the College of Education, Osmania University was of the opinion that :

25 Prof. Vedantachary K., *New Trends Necessary in Basic Education*, Medhavi, January 1961 Hyderabad Pp. 5 13.

"There was a cleavage between the ideals of Mahatma Gandhi, who sponsored Basic education and the ideals of the machinery implementing Basic education. This ideological conflict was due to making the life of Gandhiji as the model. Gandhiji believed in village life and thought of urban industrial civilisation as a 'disease' or a 'fleeting spectacle', since honesty or religion was absent in it. So, Gandhiji formulated the scheme of Basic education exclusively for rural development. Basic education appeared to be useless for people who wanted to live in machine age and this was supported by a statement of Shri. Jawaharlal Nehru in his address to the National Development Council on 9th November, 1954. People who had belief in Basic education should be allowed to implement this system as they liked. But mass education should aim at social efficiency, scientific progress and social usefulness. Education should not be burdened with certain philosophical concepts like truth, non-violence, sacrifice, self-emulation, self-control etc."<sup>26</sup>

Shri. V. P. Raghavachary, Member of the Legislative Council, Andhra Pradesh, in a statement to the press sought that the Government should take a bold step to reform the Basic system of Education, which did not prove popular. Some teachers wanted that Basic scheme should be given a fair trial for a few years more."<sup>27</sup>

Commenting on this statement and an editorial written in the Deccan Chronicle on this, Chagun wrote a letter to the Editor of this paper saying that :

"Basic education could not be successful, since it has not been given a fair trial. For example, in one of the Government Basic Training Schools in Hyderabad situated just within 50 yards from the Director of Public Instruction's office all the teachers from the Principal down to the last assistant were not basic trained. How could Basic education succeed when the Government was not taking care of even such simple administrative irregularities? When the training school in the city where the Education Minister, Director of Public Instruction and other big officers lived was functioning like that, one could imagine how the training schools and Basic schools in the districts might be functioning."<sup>28</sup>

The Educational Research Society, Hyderabad, conducted an investigation with Shri. K. Ramarao as the principal investigator on

26. *Ibid* Pp 13-15

27. *The Deccan Chronicle* 1st May, 1962.

28. *The Deccan Chronicle* 3rd June, 1962

the popularity of Basic education. It revealed that a large majority of educationists in India expressed their view that there was nothing wrong with the theoretical soundness of the concept of the Basic system of education. They were however, unanimous in their condemnation of the administration of Basic education.<sup>29</sup>

Apart from the lapses in administration of Basic education, some class-room teachers also mentioned that Basic education was misunderstood. Shri. G. Jayarama Rao said that :

"The correlation technique was the backbone of Basic education and teachers took this as the only method of teaching instead of understanding the revolutionary idea of making the vocation as one of the media of education. Though this system of education is considered to be the insurance against unemployment through practice of self-reliance, some people were afraid that by giving more emphasis for the economic aspect, the educational aspect might not be cared for. The examination system was not in tune with the Philosophy of Basic education. Inspection reports were not proving useful. The craft equipment and the raw material were not used."<sup>30</sup>

Shri. K. S. Murty said that in Basic schools children had neither learnt the three R's nor crafts. It only led to quarrels between teachers and public.<sup>31</sup>

Whatever might be the reasons for the slow progress, unpopularity, failure or ineffectiveness of Basic education (may be due to bad administration, lack of teachers of quality or lack of faith in the system) there were severe criticisms more of the practice of Basic education than the philosophy of education. So, there was a great need to undertake investigations into the practice of Basic education in small areas. Accordingly the present investigator conducted a small investigation into the working of the Telangana Basic schools. But this was a long time ago in 1956-57. Afterwards many changes took place in the structure of this State and educational administration. Moreover the previous investigation did not cover the entire State of Andhra Pradesh. Some small investigations were conducted on different aspects of Basic education by several M. Ed. students at the Osmania University College of Education, under the supervision of the present investigator. In almost all the reports it was suggested that a complete study of the practice of Basic education in the entire state should be conducted. Special mention might be made in this

29. *The Deccan Chronicle*, 13th April 1963

30. Rao G. J. A Review of Basic Education, *Medham*, May 1963 Pp 19-21,

31. *Ibid* P. 45

connection of the study of Miss. Mumtaz Wasiulla Hussaini, in which she mentioned the difficulties she had to face in her investigation and said that for any one, to whom, these difficulties were not very great, a wider area, say for instance, the whole of Andhra Pradesh, or Telangana might be selected for the purpose of investigation.<sup>32</sup>

A detailed discussion of these researches was given under the item of past related researches in the following pages.

The above mentioned investigations were delimited in scope, limited either to the twin cities of Hyderabad and Secunderabad or the Telangana area of Andhra Pradesh. So there was a need for conducting a comprehensive investigation into the practice of all aspects of Basic education in the entire State of Andhra Pradesh and hence the importance of this study.

### OBJECTIVES OF THE STUDY

The chief objective of the study was to investigate into the practices in imparting education under the Basic pattern at the elementary stage and to suggest steps to remove any difficulties in the way. For this purpose the planning and implementation of the practices of Basic schools were examined. So, the focus of this study was mainly on the practices of the different aspects of Basic system of education covering the Administrative and Organisational practices, Curricular and Co-curricular practices; Evaluation and Inspection practices; and Teacher Education and Research practices.

At the administrative and organisational level the investigator covered the administrative set up and educational policies, school buildings and land, school organisation and library services, the teachers and their conditions.

Under the curricular and co-curricular aspects the objective was to examine the curriculum and syllabi, methods and techniques of teaching, craft practices and self-sufficiency aspects and the community life and public attitude to the same.

The evaluation and inspection practices covered the organisation of examinations at school level and a detailed examination of the procedures adopted by the inspectors to assess the school work.

The training and research practices included an assessment of the Basic Teacher Education programmes, the researches conducted and plans for future research programme.

Attempt was made to study whether the schools fulfilled even the minimum requirements of the scheme. The study covered the

<sup>32</sup> Miss Hussaini, M. W. *An Investigation into the Practical Work Programmes in the Basic Schools of Hyderabad and Secunderabad Cities with Special Reference to the Community Activities*, Hyderabad: (Unpublished M. Ed. thesis submitted to the Osmania University) 1963 P212



types of programmes planned, introduced and implemented and how satisfactory they were at the Basic school unit.

Apart from the main objectives mentioned above, incidentally an examination of the measures so far adopted for implementation of compulsory primary education was made to suggest steps for further expansion under the Basic education sector. Attempts to extend the principles of Basic education to orient the primary schools to the Basic pattern, as the first step for full conversion were also examined.

### SCOPE AND DELIMITATIONS

The scope of the study was extended to the entire State of Andhra Pradesh. Traditionally the State was divided into three regions—Coastal Andhra, Rayalaseema and Telangana and so wherever necessary inter-regional comparisons were made.

In this study an attempt was made to get the reactions of a cross section of teachers, teacher-educators, administrators and inspecting officers to the several aspects of the practice of Basic education. The focal point of this study was the headmasters of Basic schools as they were at the front line of the battle. The approach to the other workers in the field such as teacher-educators and inspecting officers was only meant to be corroborative of the primary data obtained from the Basic schools.

The scope of the study was extended to the following important features of the practice of Basic education, assuming that these programmes were implemented by the department and officers concerned in the area delimited for the study.

1. Implementation of free and compulsory Basic education for 7 or 8 years
2. Organisation of the manual productive craft work and correlating education of the child with the processes of the craft
3. Fixation of some targets of production and utilisation of the targets for the benefit of the students—midday meals, uniform equipment etc.
4. Introduction of Basic education in both rural and urban areas.
5. Admission of children into the Basic schools even at the age of 5, though the age group expected to take Basic education is 6 to 14.
6. Diversion of children from Basic to non-Basic schools after 5th class or at 11 plus.
7. Introduction of the teaching of Hindi from IVth grade onwards for students whose mother tongue was not Hindi.

8. Provision of school libraries and study of books.
9. Integration between the school and community and organisation of the school as a democratic and cooperative community.

If the above factors were present in the practices of Basic schools in Andhra Pradesh, it should be said that most of the objectives of Basic education were attempted by the state. So, the scope of this study was extended to all the above aspects of the practice of Basic education.

### METHODS AND TECHNIQUES ADOPTED FOR THIS INVESTIGATION

To make this investigation as objective as possible utmost care was taken to select suitable methods of research after consulting experts in the field of Research Methodology and Statistics. The following techniques and tools were adopted:

Techniques	Tools and Sources
1. <i>Survey:</i>	Questionnaires for : <ol style="list-style-type: none"> <li>A. Basic schools</li> <li>B. Basic Training Schools.</li> <li>C. District Educational Officers, Deputy Inspectors of Schools and Extension Officers (Education) in Panchayat Samithis.</li> </ol>
2. <i>Interview and Observation:</i>	Interview schedules for Educational administrators and teachers.
3. <i>Documentary analysis:</i>	<ol style="list-style-type: none"> <li>A. Examination of the statistics maintained by :               <ol style="list-style-type: none"> <li>i. Director of Public Instruction.</li> <li>ii. Bureau of Economics and Statistics, Government of Andhra Pradesh.</li> </ol> </li> <li>B. Reports on Public Instruction, published by the Director of Public Instruction every year.</li> <li>C. Reports of Committees and Commissions.</li> <li>D. Government Orders in the Education and Finance Ministries of Andhra Pradesh affecting Basic education.</li> </ol>

- E. Proceedings of the Director of Public Instruction and any other subordinate offices.
- F. Syllabi prescribed by the Education Department.
- G. Textbooks prescribed or recommended by the Education Department.
- H. Publications by Government and non-governmental agencies.
- I. Articles in educational journals on the progress of Basic education in Andhra Pradesh.
- J. News paper reports like the news items and speeches made by public men and officers.

Every care was taken to collect as much reliable data as possible through the above techniques

The first few months were devoted to a study of the available literature relating to Basic education —books, reports of conferences, syllabi, articles in journals, research reports, publications of the Government of Andhra Pradesh, Ministry of Education, Government of India, National Council of Educational Research and Training and the National Institute of Basic Education.

### 1. Survey Questionnaires :

After examining the tools used in the past researches and the tools used by the Special Committee for Basic Education appointed by the Government of Andhra Pradesh, and after consulting the research workers of the Educational Research Society, Hyderabad and the teachers guiding research at the College of Education, Osmania University, Hyderabad, the following tools were finalised.

- a. Questionnaire to the Headmasters of Basic Schools.
- b. Questionnaire to the Headmasters of Basic Training Schools, and
- c. Questionnaire to District Educational Officers, Deputy Inspectors and Extension Officers.

The first two questionnaires were first prepared in English and then translated and printed in Telugu because the Headmasters of Basic schools could better understand and answer in their mother-tongue. In many respects the two questionnaires were quite identical, except in some matters of detail. The questionnaires for the Educational Officers were moneographed in English.

The attitudinal difficulties in these areas were elicited by direct questions of opinion, following questions of fact, as well as through some open-end questions which gave opportunity for free responses.

An attempt was made to balance the tone of the questions so that they were not directed to elicit exclusively or even predominantly negative responses. The intention was to get positive, negative and neutral responses under a normal set of mind.

The questionnaires were firstly cyclostyled and circulated among some Headmasters of local Basic schools and Basic Training Schools in the twin cities of Hyderabad and Secunderabad. On the basis of their suggestions and replies, some questions were modified, some sub-items were omitted, some added and some open questions were converted to check-lists. The revised form was printed. As most of the questions called for either check marks or word answers, the difficulty of answering was reduced to a great extent.

#### a. Questionnaire to Basic schools :

Basic schools were the chief operating centres where this system of education came into contact with the public through children. So the questionnaire issued to the Basic schools had been made the central tool of investigation in this research and the data obtained from other sources were interpreted in relation to it. The details of sampling of Basic schools adopting proportionally allocated stratified random sampling fraction method has been discussed in a separate section in the same chapter. This questionnaire has the following sections :—

- |   |                        |
|---|------------------------|
| 1. General details about the Basic schools. | 6. Method of teaching. |
| 2. School buildings.                        | 7. Curriculum.         |
| 3. Details relating to teachers.            | 8. Craft work.         |
| 4. Community life and public attitude.      | 9. Self-sufficiency.   |
| 5. School organisation.                     | 10. School libraries.  |
|   | 11. Evaluation, and.   |
|   | 12. Research.          |

#### b. Questionnaire to the Basic Training Schools :

Just as the Basic schools are assumed to be the chief points of contact between the new education and the public, the Basic Training Schools are viewed as the points where the products of the old or partially old education meet the new education. The opposing elements are brought into one field and the outcome depends on several factors. The areas included in this questionnaire were the same as in the questionnaire issued to the Basic schools, except for

the fact that some of the questions which were considered to be irrelevant have been eliminated and some more specially needed in relation to the practices of the training schools were added. A few open-end questions were included regarding difficulties, complaints, reactions and suggestions about the practices as a whole and some specific aspects.

**c. Questionnaire to the Educational Officers :**

The aim in preparing this questionnaire was to get corroborative data about the practices of the Basic schools. The questionnaire included the items on the background of Inspectors, method and scope of inspection of Basic schools, effect of inspection, their attitudes and opinions on certain aspects of Basic school work, curriculum, craft work, self-sufficiency; popularity of Basic education, research and finally a five point scale on the success of the Inspectors in tackling certain problems they were facing in their day to day work in relation to the practices in the Basic schools.

**2. Visits and interviews :**

During the period of investigation the investigator as part of his official duties helped in the organisation of the following conferences of teachers and teacher-educators and the discussions and decisions thereon had been very much useful for the interpretation of the data obtained :

1. Regional Conference on objectives of teaching Arts and Crafts in Basic schools, held at Hyderabad during February, 1965.
2. National Conference of the Principals of Basic Training Colleges and Officers-in-charge of Basic education in the states, held at Gandhigram during March, 1965.
3. All India Nai Talim (Basic Education) Convention organised by Sarva Seva Sangh in April 1965 at New Delhi.
4. Orientation conference of Headmasters and teachers of Basic Schools of Delhi, selected by the National Institute of Basic Education in connection with the school improvement programme-June 1965.
5. Conference of Teacher-educators of the Basic Training Institutes of Daryaganj and Alipur held at New Delhi in August, 1965.
6. Seminar of publication workers of the State Institutes of Education conducted by the Department of Teacher Education, National Council of Educational Research and Training, Delhi, held in January, 1966.

7. Workshop of Teacher Educators for finalising the hand book on the teaching of Educational Psychology, held at Ahmedabad in November, 1965.

Apart from meeting educators connected with Basic education from all parts of the country in the conferences held during the period of this investigation as listed above and several conferences held before this period, the investigator had the unique opportunity of meeting several Basic school teachers and Headmasters, Teacher Educators and Heads of Training Institutions, Inspecting Officers and administrators, pupils and public, when he served as a lecturer and Headmaster in the Basic Training Schools and Inspecting Officer in the Education Department of Andhra Pradesh and later as lecturer in the College of Education, Osmania University, Hyderabad.

### 3. Documentary analysis :

A thorough examination was made of several types of documents like Government Orders, statistical reports, proceedings, journals, news clippings, reports, researches, publications, committee reports, syllabi and text books. Extracts or references of these documents had been quoted at the relevant places in the discussion of various aspects of the practices of Basic education.

### SAMPLING TECHNIQUES ADOPTED FOR THIS INVESTIGATION

For the purpose of drawing a representative sample of Basic schools in Andhra Pradesh the administrative set up of the educational organisation concerning Basic schools was taken into consideration. At the time of this investigation, there were twenty nine educational districts under the educational administration of Andhra Pradesh. Each of the twenty nine districts was controlled by a District Educational Officer. Every District Educational Officer was ultimately responsible to the Director of Public Instruction, who is the Head of the Educational administration for the whole state. The geographical division of the state into twenty nine educational districts was the primary stratification for purposes of sampling.

For a critical investigation into the practice of Basic education it was felt that every one of the twenty nine educational districts should be represented in the sample for the following reasons :

1. The solution for the wrong practices of Basic education in any one of the districts may be found by including in the sample all the other twenty eight districts for study.
2. Owing to the different sets of administrative personnel under the Zilla Parishads (Local authorities) and the District

Educational Offices, there may be inter-district variation in the practices of Basic education i.e. in planning the practical programmes, implementation and their evaluation. So no sampling was done at the primary stage of stratification.

Having decided that all the twenty nine districts should be taken in the sample the next step taken for purposes of sampling, was to have a list of all the Basic schools in each district. The Director of Public Instruction was approached in this connection and through his help the District Educational Officers were requested to send the lists of all the Basic schools under their jurisdiction. These lists of all the Basic schools in the twenty nine educational districts constituted the frame for drawing the sample of Basic schools.

A study of the pattern of Basic schools in all the districts suggested that the Basic schools were being run on a three tier set-up. On that basis the Basic schools in each district have been divided into three strata—

- (1) Junior Basic Single Teacher Schools
- (2) Junior Basic Plural Teacher Schools and
- (3) Senior Basic Schools.

This division of Basic schools within each district constituted the secondary stratification. Since the Basic structure of practice of Basic education may differ from one stratum to the other within the district it was decided that there should be representation of atleast one school from each of the sub-strata, considered to be the cells, each cell containing a particular number of schools, corresponding to a district and the type of school. The independent random samples were drawn from each of the eighty seven (29x3) sub-strata, following the variable sampling fraction criteria specified below :

If the number of Basic schools in a cell is		1 to 10 select 1 or 1/4th of it whichever is the maximum	
„	11 to 30	„ 3 or 1/6th	„
„	31 to 50	„ 5 or 1/8th	„
„	51 to 80	„ 6 or 1/10th	„
„	81 to 110	„ 8 or 1/12th	„
„	111 to 150	„ 9 or 1/14th	„
„	151 to 190	„ 11 or 1/16th	„

The basis for formulating the above variable sampling fraction criteria was firstly the size of the total sample. The decision regarding the size of the total sample to be taken was limited by financial

and feasibility considerations. An analysis of the breakdowns of the data to be made in the final tabulations and practicability aspects of the study suggested that it was sufficient to include in the sample roughly ten per cent of the total number of Basic schools i.e. about 300 schools in all for study, subject to the above mentioned restrictions. Secondly the basis for adopting variability in sampling fraction was the assumption based on consultation and experience and so the sampling fractions were constructed in such a manner that larger the size of the sub-strata larger the sample size.

Once the number of schools to be selected from each cell was thus determined they were selected at random in the case of every cell separately. Having decided about the Basic schools from which data were to be collected, the method of collecting the data was based on the following considerations. The data were to be obtained from the Headmasters of the Basic schools, who are enlightened, experienced and responsible persons. The information required from a Basic school cannot be given spontaneously by the Headmasters since the nature of the information needed from a Basic school was such that it required some thinking. Though the interview method may be considered to be more effective than the mail questionnaire method, the former cannot entirely be dependent, since it is time consuming and more expensive as far as this study which is handled by a single person, is concerned. Attempt was made to obtain the relevant information through interview method as far as possible. So the investigator had to depend more on mail questionnaires than the other ones.

The list of schools in each district to which questionnaires were to be sent along with a covering letter from the Director of Public Instruction, Andhra Pradesh, was given to the concerned District Educational Officer, whose help was sought for having the questionnaires sent to the listed schools under his jurisdiction.

In all 329 questionnaires were sent through the District Educational Officers to the sampled schools. The number of questionnaires received back after completion was 230 i.e. about 70 per cent of the sampled schools responded. It is a common experience that any study which adopts the mail questionnaire method inevitably faces the problem of non-response to a considerable extent, and this study is no exception. An analysis of the questionnaire data received from the Inspecting Officers and the data obtained from interviews with some of the District Educational Officers revealed that the non-responding schools did not differ very much from the schools responded to the questionnaire, as far as the important practices of Basic education were concerned. Moreover the distribution of the number



of questionnaires responded to among cells showed that the 230 questionnaires returned might be considered as a fairly representative sample for the following reasons :

1. All districts except Adilabad were represented in the sample
2. Though the condition that atleast one school should be selected from each cell was not satisfied in the case of ten cells out of eighty seven, it was not considered serious, since this condition was satisfied in the case of nearly 97 per cent cells

#### Limitations.

Apart from the few limitations mentioned above in connection with sampling, some other limitations affect the study to some extent. The Ministry of Education and the Directorate of Public Instruction are very busy and so the required information might not be forthcoming in the desired form for this investigation. The Basic schools might be lacking in certain details of information or the Headmasters of the schools might not take sufficient care to fill in the questionnaire fully and accurately. In the personal interviews the persons might apply double standards due to fear of disciplinary action by the Government, if they expressed their views fearlessly. Being Government servants they were expected to support the Government policies. The amount of work in this investigation was so vast that it might not be possible to cover every detail of every aspect of the practices of this system of education.

#### Sampling of Basic Training Schools and Educational Officers :

Since the data obtained from the Basic Training Schools and the Educational Officers were considered to be of only corroborative value, and greater amount of homogeneity existed among the units of each kind, it was felt that a strict sampling was not necessary.

Therefore out of ninety Basic Training Schools twenty institutions were selected, one from each revenue district, out of which sixteen returned the questionnaires.

The questionnaire meant for the Educational Officers was sent to ten gazetted officers consisting of District Educational Officers and Deputy Secretaries (Education) in Zilla Parishads, out of whom six District Educational Officers and two Deputy Secretaries returned the questionnaire. Then a hundred copies of the same questionnaire were despatched to the Deputy Inspectors of Schools and Extension Officers (Education), working in Taluk and Panchayat Samithi areas respectively, out of which eighty were returned to the investigator after completion.

**Treatment of the Questionnaire Data :**

The open questions were subjected to a detailed qualitative content analysis. The responses were put into significant categories. The regions of Andhra, Rayalaseema and Telangana were allocated separate columns. Tally marks were used to indicate frequency of occurrence of responses. For the same sub-question a response was entered only once for each respondent, even though it might have been repeated.

The big tables formed thus were reduced to summary tables. In qualitative content analysis, the original number of items was first very large. The items were reduced to a smaller number of factors for ease in interpretation. Wherever possible the results from related questions were brought together under one table. Data relating to the same subject dealt within the different questionnaires were also brought together whenever they were in comparable form, at the time of interpretation of the data.

The data were obtained from various sources mentioned earlier. They had to be brought under categories for ease in interpretation. As the data obtained from Headmasters of Basic schools excelled the others in quantity and usefulness, it had generally been made central and all other data brought in to elaborate and interpret it.

The data were grouped into convenient units and the whole design of the dissertation was divided into the following five categories .

1. Technical and historical aspects of the study
2. Administrative and organisational practices
3. Curricular and Co-curricular practices
4. Evaluation and Inspection practices
- 5 Research and Training practices.

No special attempt was made to validate each questionnaire. To a certain extent validity could be assumed as the respondents were free to check independently and send the questionnaires directly to the investigator. The types of data include facts and opinions. In the case of opinions validity is assumed. In the case of facts the corroboration of data from diverse sources is a more objective test of validity. The responses obtained from various sources could be inter-related. The climate of opinion in conferences, the impressions obtained through observation and the results of other studies also provide sources of validation. But these could not be reduced to quantitative-co-efficients. They can only be discussed in a general way

### CONCLUSIONS OF PAST RELATED RESEARCHES AND THEIR IMPLICATIONS TO THE PROBLEM

A discussion of the conclusions of six research studies and the reports of the Assessment Committee (1956) and the Special Committee for Basic Education, Andhra Pradesh, (1961) would be made in the following pages.

All the researches discussed in this section were conducted at the College of Education, Osmania University, Hyderabad by graduate students in Education towards partial fulfilment of the requirements of the M Ed. degree examination. All these studies related to some special aspect of Basic education and limited mostly to the twin cities of Hyderabad and Secunderabad or the Telangana districts of Andhra Pradesh.

#### Working of Government Basic Schools in Telangana :

The present investigator conducted a study 'Working of the Government Basic Schools in Telangana' in 1956-57.

The results of the study reveal that the conversion of primary schools into Basic pattern had not been uniform. The primary schools could be oriented towards the Basic pattern so that they might later be converted into Basic schools. There was a tendency of starting more Junior Basic schools with five grades without extending this pattern fully to the Senior Basic stage at many places. The position of buildings and land has to be improved. The land could be secured with the co-operation of the Revenue Department. Basic schools were not adequately provided with suitable equipment. Supervision could be improved if the administrative work of the Deputy Inspectors of Schools was lessened. Good text-books suitable for Basic schools were not devised. In-service education for Basic school teachers was conspicuous by its absence. The Basic Teachers' Association was not encouraged to grow in the state. The training of teachers was found to be too inadequate and it was recommended that the matriculate teachers should be given at least two years of training instead of one year as at present and evaluation practice should be considerably improved. Research should be promoted in Basic education by starting a State Centre for Research.

#### Survey of Basic Crafts :

Shri. K. Ramarao conducted "A Survey of the Organisation of the Handicrafts in the Basic schools of the Twin Cities of Hyderabad and Secunderabad, with Special References to the Realisation of their Educational and Economic Potentialities" (1959-60) under the guidance of the writer of this report.

The study supported all the conclusions of the previous study on the "Working of the Government Basic Schools in Telangana" by the present investigator so far as the craft practices were concerned. The rate of conversion of primary schools into Basic pattern was discouraging. The proportion of Senior Basic Schools to Junior Basic Schools was not satisfactory. The teachers felt that the curriculum did not guide the schools in the matter of main or subsidiary crafts and did not give any suggestions for correlation. Most of the teachers appointed in the schools were not trained in Basic education. The teacher pupil ratio was 1:33 and the number of teachers should be so increased as to bring the teacher pupil ratio to 1:20 or at least to 25. These schools were following ten different kinds of crafts, whether trained teachers were available or not; nor did they maintain any distinction between main and subsidiary crafts. Only one school was fully equipped with raw material and implements. Most of the schools devoted only 30 minutes for craft work which was very inadequate. Since the craft work was not carried out systematically the utilisation of the craft for educational and economic ends was not possible. No school had maintained any records of craft work and so it was difficult to determine the amount of work done. The teachers took the craft work as a sort of manual activity and the idea of teaching craft scientifically did not bother them. So the teachers had not attempted to exploit the craft work for educational purposes. They complained that they were not taught the technique of correlation in the Training schools. There was no literature available in the regional language and facilities to organise craft work were not provided.

#### **Practical Work Programmes of Basic Schools:**

Miss. Mumtaz Wasiulla Hussaini another student of the present investigator conducted 'An Investigation into the Practical Work Programmes in the Basic Schools of Hyderabad and Secunderabad Cities with Special Reference to the Community Activities' (1962-63). This study covered 22 schools in the cities of Hyderabad and Secunderabad. Special emphasis was given to the study of the practice of Clean and Healthy Living, Craft work, Citizenship and Social Service Activities, Recreational and Cultural Activities and activities leading to a better knowledge of the environment and activities to build healthy school community relations and assessment of community activities. Supporting the previous studies this research also revealed the lack of trained personnel, sufficient finances, material and equipment to cater to all pupils, wrong utilisation of income from craft produce, lack of literature on practical work pro-

grammes and presence of superstitious prejudices in some communities.

#### **Basic Activities for Non-Basic Schools :**

Mrs. S. Rajyalakshmi conducted a study on 'Identification of the Salient Aspects of Basic Education and the Evolution of a Concrete Plan of Implementing Them in the Non-Basic Primary Schools of Hyderabad and Secunderabad,' under the guidances of the present investigator.

A plan of Basic activities for implementation in primary schools was drawn up. An extension services centre was recommended to orient the teachers with the plan and to create the necessary mental climate through subsequent courses in this direction. The centre could organise demonstrations, seminars and workshops to compare notes and make concrete plans for specific items from time to time. A model library for the teachers should be established and a pedagogical museum showing the processes of activities and raw materials, tools etc. required for them should be established. The plan contained several activities recommended for primary schools under the aspect of clean and healthy living, spiritual aspect, aesthetic aspect, social service aspect, the aspect of community life and citizenship training, aspect of craft work and the aspect of intellectual training. In view of the Government of Andhra Pradesh switching over to an integrated (Basic and traditional elementary education of 7 years, the plan recommended by the researcher was worth trying, since it was meant for implementation by all primary schools, without getting Basic trained personnel or additional grants for craft work.

#### **Teacher Education :**

Shri. P. A. Rama Murthy conducted the study of 'Under Graduate Teachers' Training Programmes in Andhra Pradesh' (1957-58).

Even though the policy of the Government of India was to convert all the Normal Schools into the Basic pattern, the Government of Andhra Pradesh did not take speedy steps to follow suit to cater to the new Basic schools. (Now this problem does not exist as most of the Training Schools are of the Basic pattern). Many schools existed in the urban areas and it was difficult for these schools to get enough land for practising agriculture as a major craft. There was a big back-log of untrained teachers especially in the Telangana area and there were a number of teachers trained in the traditional way. Speedy arrangements should be made to clear this back-log and to

retrain the in-service normal trained teachers, according to Basic pattern.

In Andhra area candidates were selected fresh from High schools and they were paid stipends and in the Telangana area teachers in service were deputed for training with full pay. The duration of the training for matriculate teachers was for two years. But to clear the back-log of untrained teachers, the researcher recommended the organisation of one year emergency training course. Community life was made compulsory in Basic Training schools, while this was not insisted upon in the Normal schools. The student teachers, especially in the Basic Training Schools, were subjected to strict discipline from without. It was recommended that efforts should be made to encourage initiative and independent thinking among them. The system of examinations should be replaced by a technique of evaluation through continuous assessment. In-service training for teacher educators was conspicuous by its absence. The Basic Teachers Association conducted a conference at Bodhan and the Government did not permit it to hold such conferences subsequently. The teacher educators were trained at Hindustani Talimi Sangh, Sevagram in the beginning. Subsequently they were trained at the Post Graduate Basic Training Colleges at Pentapadu and Bhiknour. The duration of the retraining course was only three months. This was found to be very inadequate and a regular Basic Training course of one year duration should be organised for graduate teachers. The scales of pay of the graduate teachers should be revised to give them a good economic status so that better people were attracted to this profession.

#### **Basic Education and Public Opinion :**

Shri. V. Narasimha Reddy conducted 'An Evaluation of the Basic Education Programmes in Schools of Telangana in relation to the Public Opinion', under the guidance of the present investigator. Questionnaire responses were received from 133 Headmasters of Basic schools and Basic Training schools and about one hundred Chairmen of Zilla Parishads and Panchayat Samithis. The investigation covered the areas of (1) Clean and Healthy Living (2) Capacity for self-reliance (3) Citizenship and community life (4) Creative and Recreative Art and (5) Knowledge aspects.

All the five aspects of Basic education had been accepted by the Headmasters and the public, but differences were indicated with regard to the sub-aspects and the programmes.

Some disagreed with the following sub-aspects and their related programmes to a great extent :

- 1) Self-reliance in food,
- 2) Self-reliance in clothing,
- 3) Self-sufficiency so as to meet the recurring expenditure on the teachers through craft produce,
- 4) To keep one's surroundings clean.

The following programmes have been suggested :

- 1) To clean the body with locally available material,
- 2) Fasting once in a week,
- 3) Rearing of cows and goats,
- 4) To meet some of the minor items of expenditure of the schools through craft work,
- 5) Inter caste marriages,
- 6) Religious instruction.

The recommendations included the introduction of integrated educational programme, supply of full equipment, teaching of craft in a scientific manner, provision of natural situations of correlation in curricular training of teachers in correlated technique, keeping the teacher pupil ratio to the minimum, lessening the load of time table, appointment of qualified teachers, who were sincere and industrious, maintenance of cumulative records, lessening the wastage of raw-material and time, making public conscious of the importance of Basic education programmes, effective school community programmes, ideal organisation of training schools and undertaking of systematic research in Basic education

#### Survey of Basic Education in Karimnagar District :

Shri. B. Sobhanadri Sastri, Convener of the Basic Education Committee of the State Teachers' Union, Andhra Pradesh, conducted a survey of the practice of Basic education in the Karimnagar district in 1960

The investigation revealed that in most of the schools the teachers were not trained in Basic education and they had to face many difficulties due to lack of suitable literature, adequate raw materials and craft implements. Though the craft was practised mechanically in some schools, its processes were not utilised for purposes of correlating knowledge in the class room teaching.

#### Assessment Committee :

The Government of India appointed an Assessment Committee on Basic education in 1956 with Shri. G. Ramchandran, M. P.

as its chairman, and Dr. M. D. Paul and Shri Saced Ansari as members.

The main conclusions of this committee were very significant. The committee said that there was confusion over the concept of Basic education and even the Directors of Public Instruction in some states did not grasp the important principles of Basic education. There were too many fanciful interpretations of Basic education. In some states 'creativity' was given more emphasis in doing craft work while in some other states 'productivity' was given prominence. The committee felt that the officers in the Education Departments totally rejected the productive aspect of the scheme. It was sincerely admitted that the administration of Basic education was bad and there was misdirection from the Secretariats. The compact area method of clustering Basic schools around the Training schools or in Basic belts or project areas was a failure, since Basic education was quarantined. The training of administrative and inspecting officers was not given proper attention. The Basic teacher training was defective both at graduate and undergradute levels. Absolutely no systematic research in Basic education was planned. Adequate steps were recommended for the preparation of suitable literature in regional languages. Adequate supply of raw material and implements should be made to organise craft programmes efficiently. Basic education should be properly dovetailed to the higher stages of education. A responsible officer of the rank of a Joint Director of Public Instruction should be entrusted with the responsibility of running Basic education in the states.

#### **Special Committee :**

A Special Committee for Basic education was appointed in the state in 1960, under the chairmanship of Shri Gopala Rao Ekbote, Ex. Minister for Education and now Judge of the Andhra Pradesh High Court, with nine Members of the Legislative Assembly as its members. The committee was required by the Government to investigate into the difficulties experienced in imparting Basic education and to suggest steps to remove the same, to determine the stage at which crafts shall be taught and to examine the procedure in vogue for obtaining craft materials and for disposal of craft produce and to suggest more efficient measures and to make any other suggestions for improvement. The committee recorded evidence from thirty three educationists, interviewed thirty six educationists all over India, received suggestions from fifteen public men, and visited ninety three educational institutions all over the country, besides collecting data through questionnaires sent to training



institutions. The recommendations of the committee pertain to the improvement of teaching personnel, the system of Basic education - correlation, productive aspect, study of languages, literature for Basic schools, libraries, Post-basic schools, character building in schools, examinations, evaluation and assessment, organisation and administration, inspection of schools, management and conditions of recognition of schools, school buildings, and finances.

The committee recommended the survey of the personnel needs of the schools and provide training facilities to meet the requirements according to a phased programme till the end of the first five year plan. The minimum period of training being two years, the Teacher education institutions should have hostels attached and provide facilities for in-service education also. Since Training schools cannot cater to training in many crafts Government should remove any obstacles in the appointment of craftsmen on the staff of the Basic schools. Along with spinning and weaving, provision should be made for crafts like dyeing, printing and tailoring in all the Basic Training schools and Basic schools. Training schools should encourage correlation with natural and social environments also. Community life must be made compulsory. Research should be conducted in some selected Basic Training schools. The Training colleges also should be converted into Basic pattern. All training institutions should be headed by Basic trained teachers. There should be free exchange of professors in the training institutions and inspecting officers. Existence of two parallel systems of elementary education was harmful. So, immediately the orientation of primary schools to Basic pattern should be made more effective and all schools should be gradually converted to Basic pattern according to a phased programme. The Government should re-examine their policy of introducing seven-year integrated course of Basic education commencing from the age of five plus and consider the advisability of having instead eight year integrated course of Basic education commencing from the age of six plus, to comply with the constitutional requirements of clause 45. Basic schools under private agencies should be allowed to continue. New primary schools of traditional type should be allowed to be opened. The division of Elementary education into Junior Basic (Primary) and Senior Basic (Middle) schools should be avoided. Senior Basic schools should be headed by a graduate Basic trained teacher. The Government should take up a survey of crafts in different areas of Andhra Pradesh to find out the educational potentialities of those crafts. Guide books on correlation should be produced as early as possible. Emphasis on the productive aspect

was necessary due to its intrinsic educational value. A committee of Headmasters under the chairmanship of a Deputy Director should be appointed to suggest examination reforms. A Joint Director of Public Instruction should look after the Basic education work in the State.

The past related researches were pieces of investigations into the status of Basic education in the State of Andhra Pradesh during the bygone decades. They were close to the history of Basic education in this state and bore an intimate connection with the problem under study. In order to get a complete picture of the background of the problem, and to understand the present state of the practices of Basic education, it was necessary to review the trends of Basic education chronologically and logically. This attempt has been made in the second chapter on the 'Development of Basic education in Andhra Pradesh'.

## CHAPTER II

# *Development of Basic education in Andhra Pradesh*

### BEGINNINGS OF BASIC EDUCATION

**T**HE beginnings of Basic education can be traced to the Phoenix settlement in South Africa where Mahatma Gandhi started his first experiments in education in 1904 and continued the same on the Tolstoy Farm which he started in 1911 near Durban. To reach the present status of Basic education in Andhra Pradesh from this point one has to travel through many stages in the development of Basic education which may be described as follows :

1. The development of Basic education in India from 1937 upto date.
2. Basic education in Madras State from 1937- 1953, during which period the present Andhra and Rayalaseema regions of Andhra Pradesh were parts of that state.
3. Basic education in Andhra State from 1953 to 1956 during which period the Andhra and Rayalaseema regions were constituted into a separate state after division from Madras State.
4. Basic education in the Telangana region of the erstwhile Hyderabad State during the period of 1950-56, after which this region became a part of the State of Andhra Pradesh along with the Andhra State.
5. Basic education in the state of Andhra Pradesh since its inauguration on 1st November 1956 upto date.

### DEVELOPMENT OF BASIC EDUCATION IN INDIA (1937-66)

After developing some ideas about education as a result of his experiences at Phoenix settlement and Tolstoy Farm in South

Africa, Gandhiji came to India and continued his experiments in the Sabarmati Ashram and Gujarat Vidya Peeth which he established at Ahmedabad in 1915 and 1920 respectively. In 1932 he published 27 principles of education from the Yerawada prison. Some portions of his book 'Hind Swaraj' written in 1906 and the Yerawada educational manifesto can be said to be the beginning of the bold expressions of a case for a national system of education.

When he moved to Sevagram Ashram in 1935 he laid down the practice of eleven truths of life—Non-violence, Truth, Non-stealing, Celibacy, Non-possession, Bread-labour, Control of the palate, Fearlessness, Equal respect for all religions, Use of native products, and Removal of untouchability. He propagated his educational ideas through the columns of "Harijan".

He agreed for the holding of an educational conference at Wardha on 22nd and 23rd October, 1937 to discuss his ideas on education, under his chairmanship. This conference passed the following four crucial resolutions :

- "1. that in the opinion of this conference free and compulsory education be provided for 7 years on a nation-wide scale.
- 2 that the medium of instruction be the mother tongue of the child.
3. that the conference endorses the proposal made by Mahatma Gandhiji that the process of education throughout this period should centre round some form of manual and productive work and that all other abilities to be developed or training to be given should as far as possible, be integrally related to the central handicraft, chosen with due regard to the environment of the child.
4. that the conference accepts that this system of education will be gradually able to cover the remuneration of teachers."

This conference also appointed a committee under the chairmanship of Dr. Zakir Hussain, the then Vice-chancellor of the Jamia Millia (University) New Delhi and later Vice-president and President of India, to prepare a detailed syllabus on the lines of these resolutions and to submit the same to the chairman of the conference. The syllabus was made ready on 2nd December, 1937.

The first three resolutions were approved by the Indian National Congress at its Haripura session, held in March, 1938. The Congress also took note of one of the most important recommendations of the Dr. Zakir Hussain Syllabus Committee and established the Hindustani Talimi Sangh at Sevagram in April 1938 for translating the idea of Basic education into practice. When the Congress

Ministries came into power in 1937 the Wardha scheme (Basic education) was introduced in many states of India and the Central Advisory Board of Education appointed three committees under the chairmanship of Shri. B. G. Kher, the then Premier and Education Minister of Bombay, to examine the Wardha scheme in the light of Wood-Abbot report on general and vocational education, to co-ordinate Basic education with Higher education and to suggest measures for making compulsory education successful. All the recommendations of these committees were incorporated in the Board's report on post-war educational development in India. Subsequently the states having accepted this scheme of education at the primary education level incorporated the same in their five year plans.

During the years between 1939 and 1945 the progress of Basic education was hampered as the Congress Ministries resigned as a protest against the war policy of the British Government and the teachers courted arrests in the Civil Disobedience Movement. In 1946, again the Congress Ministries started functioning and Basic education was brought to the forefront, when Shri. B. G. Kher called a conference of Education Ministers to consider measures for the effective implementation of the scheme. The State Governments sent their teachers for advanced training in Basic education to the Hindustani Talimi Sangh, Sevagram, Shantiniketan, Bhopur or Jamia Millia Islamia, New Delhi.

In 1947, the Government of India appointed committees for the preparation of model syllabus and a hand-book for the teachers of Basic Schools and published the same in 1956.

In 1952 an All India Christian Conference held at Sevagram gave its whole hearted approval for this pattern of education. The Secondary Education Commission also approved this idea in 1953. A lot of literature was published by both the Hindustani Talimi Sangh, Sevagram, and the Government of India. The Hindustani Talimi Sangh conducted fourteen All India Basic Education Conferences at various places in India and the Government of India held a number of seminars to discuss various problems in the field of Basic education.

But the Government of India was not quite satisfied with the practices of Basic schools and so it appointed an Assessment Committee under the chairmanship of Shri. G. Ramachandran, M.P. and Director of Rural Institute of Gandhigram in Madras State. As a result of one of the recommendations of this committee the Government of India established the National Centre for Research in Basic Education in 1956 (National Institute of Basic Education), now known as the Department of Primary Education, National Institute

of Education of the National Council of Educational Research and Training. This institution is doing some valuable research work useful for the Teacher Educators and Teachers in the field of Basic Primary Education

### MADRAS STATE (1937-1953)

During 1937-42 the first Basic Training Centres were started at Machilipatnam, Gopannapalem, Chagallu, Konetipuram and Vinayashramam near Guntur.

The Madras government was following for some time the type of Basic education obtaining at Sevagram where more emphasis was laid on work. The Government of Madras also felt that more emphasis on the teaching of all school subjects was quite necessary along with the usual type of work that was followed in Training Schools. Hence it revised the training schemes accordingly. Norms of craft work were strictly laid down and the District Educational Officers were requested to supervise the records. The schools did not possess sufficient land. So, they were forced to take to spinning as the basic craft in preference to gardening. From 1948 onwards the Government did not encourage the opening of traditional elementary schools in the areas where Basic schools were started. The Director of Public Instruction was empowered to withdraw recognition for schools, if the management failed, without adequate cause, to depute teachers to undergo retraining in Basic Education Centres organised by the Government. A Basic Education Advisory Committee was appointed which recommended the holding of regional conferences of teachers and inspectors at convenient centres once a year.

Private agencies did not come forward to start Basic schools. Labour, Municipal and Panchayat managements did not generally take to Basic education. Only district boards were compelled to convert some of their schools to Basic pattern. Teachers actually trained in Basic education were not absorbed into Basic schools because a sufficient number of schools had not yet been converted into Basic pattern. The public had not yet accepted Basic education as enthusiastically as might have been expected. Little progress was made in the production of textbooks suitable for Basic schools.

### ANDHRA STATE (1953-56)

Following the Madras tradition, Basic belts were created and Basic trained Deputy Inspectors of Schools were appointed to supervise the same. Teachers were not appointed in the schools unless they were trained. Most of the training schools were of the

Basic pattern. Hence the question of giving retraining for in-service teachers at Primary school level did not arise.

There were ten central craft equipment stores attached to certain Government Basic Training Schools and these stores supplied craft equipment to Basic schools under all managements and also to the Government Basic Training Schools on indents approved by the competent authorities. The entire expenditure was met by the State Government. Every Basic school was supplied with craft equipment at the rate of Rs. 300,- in 1953-54 and Rs. 150 - in 1954-55 per Basic trained teacher employed in the schools according to indents approved by competent authority.

During the year 1954-55 the Government decided to restrict expansion of Basic schools in compact areas. Expansion of Basic education in other areas was sought to be done after consolidating the position in belt areas and improving the quality in those areas except in special cases of schools having the necessary facilities. Government issued orders to prevent Basic trained teachers from seeking employment in non-Basic Schools, when Basic schools suffered for want of Basic trained teachers, as per G. O. Ms. No. 112 Education, dated 16th September, 1954. During 1955-56, attempts were made to increase the number of schools from 30 to 40 in suitable compact areas.

Certain standards of net percapita monthly earnings were prescribed for each grade in the schools. This will include income from gardening, spinning, weaving and any other craft.

Most of the instructional practices and the rules relating to the size of the class are common to both Basic and traditional schools. But Basic methods were said to be followed in Basic schools as far as possible.

The total output of 27 training institutions was 2,702 men and 277 women teachers. Out of these schools, only seven were housed in buildings constructed by Government. Model schools containing grades 1 to 8 were attached to seven Government Basic Training Schools only. In addition to the model school every Basic Training School used not less than five neighbouring Basic schools as practising schools. Thirteen institutions had no play grounds or their area was less than one acre in extent, if there was one. The institutions for men had either no garden or their area was less than 10 cents, if there was one.

There were two levels of institutions. Junior Basic and Senior Basic—having two years course in Basic Teacher Education.

According to the recommendations of the Advisory Board of Basic education, every institution must have sufficient land and

adequate water supply for agricultural operations on the basis of one acre for every 25 students on an average. Accordingly this has been insisted upon as a condition for recognition of Basic training schools. Generally, it is difficult to get sufficient quantity of agricultural lands for Basic training schools in urban areas.

Retraining of three months duration for non-Basic Elementary and Secondary grade teachers was conducted in centres in summer. Each trainee in the under-graduate and graduate retraining got a stipend of Rs 18 and Rs 25 respectively.

A Post-graduate Basic Training College was started at Pentapadu in West Godavari District in August, 1953 under the Government management. It provides retraining in Basic education of three months duration to trained graduate teachers and community training of one month's duration for B.Ed., students studying in the Training colleges affiliated to Andhra and Sri Venkateswara Universities. About 800 B Ed., students were given community training every year. Eighty trained graduate teachers were retrained in two batches every year in this institution.

#### TELANGANA (1950-56)

In Hyderabad State Basic education started a little later than in the neighbouring states. In 1950 three trained graduates from Telangana were deputed for an advanced training at the Nai Talim Bhavan of the Hindustani Talimi Sangh, Sevagram and on their return they started a Government Basic Training Centre in the vacant military barracks at Bhiknoor in Nizamabad district. The nearby Jungampalli primary school was converted into a Model Basic school and attached to the Basic Training Centre, Bhiknoor. A special committee for Basic Education was formed with Shri. E. W. Aryanayakam, Secretary, Hindustani Talimi Sangh, Sevagram as its chairman.

The expansion of Basic education was rapid in Telangana due to the launching and extension of the Community Development Projects and the Five Year Plans in Hyderabad state. The Plan envisaged local bodies financial contribution for bringing at least 60 per cent of the children of the age group 6 to 11 to school by 1950-51 and to remove the disparities in providing educational facilities to backward classes, rural areas and women.

Both Basic education and Community Development Projects had similar objective of transformation of village life through the efforts of people themselves with the help of the village level worker or teachers for the establishment of a new social order in India. Each project area was divided into 2 or 3 blocks, which were sub-



divided into smaller units with 5 or 10 villages, for each of which a Village Level Worker was appointed. There was an advisory committee for Community Development work at every level and the Deputy Inspector of Schools was a member at the taluk level committee, while the District Inspector of Schools represented education on the Committee at the district level. Education was the most important area of Community Development.

There was only one Basic Training School at Bhiknoor functioning from 1951, but in 1954-55 the Normal School at Mahabubnagar was converted into the Basic pattern. In 1955-56, there was a phenomenal rise in the number of Basic Training Schools. Central grants were not forthcoming during the first 3 years for the development of Basic Teacher Education. During 1951-52, only four trained graduates were working in the single Basic Training School, whereas during 1955-56 the number of degree holders working in all the Basic Training Schools was sixty seven men and eight women.

In the beginning teachers from all the eight districts of Telangana used to come to the Basic Training Centre, Bhiknoor for training, but by 1955-56, every district had its own Basic Training school. Since Basic education was started only in the Community Development Project areas and the first batch of 39 teachers was drawn to Bhiknoor centre from all the districts of Telangana, they were all posted either in Nizamabad or Warangal districts. This resulted in difficulty for the teachers as they were serving in foreign districts. Later when Basic schools were started in all the districts, these teachers were transferred to their native districts.

In the early years the Government used to pay full salary and dearness allowance to the trainees. Later these facilities were withdrawn. The graduate teachers were sent to Hindustani Tahmi Sangh, Sevagram for retraining of one year.

The Basic Training Centre at Bhiknoor was upgraded into a College, in October 1954 under item 2 (a) of scheme 1 of the Intensive Educational Development sponsored by the Central Government. The Basic Training College gave 3 months re-training in Basic education to batches of 35 trained graduates, to supply personnel for new Training Institutions, Senior Basic schools and Inspectorate. In this connection the Special Committee for Basic Education, Hyderabad State passed the following resolution on 27th April 1955.

"Graduates already trained in traditional methods should be trained for 3 months and that 3 batches be run every year. Untrained graduates should receive a year's full training like the B Ed, course with emphasis on Basic education."

But the second aspect of starting a full course of one year duration never came into effect. But during 1950-56 only nineteen trained graduates took a full one year course in Basic education at the Hindustani Talimi Sangh, Sevagram. The idea of the Government was to appoint trained graduates who had undergone the full course in Basic education, as the Superintendents of Training Schools. So, some untrained gazetted Heads of Training Schools were sent for retraining to Sevagram and Bhiknoor.

The present investigator conducted a survey of the Basic schools in Telangana in 1956-57. As per the findings of this survey, it was seen that most of the Basic schools had been started in the villages each having a population between 2,000 and 5,000 and a few schools exist in the villages each having a population of less than 1000. The tendency was to start less number of Basic schools in villages each having more than 5000 of village population, but the department was trying to introduce Basic education in urban areas also. A good number of Basic schools existed in villages having 100 to 200 school going population of 6 to 14 age group. Less schools existed in villages having more than 500 population of children of this age group. Only 20 to 50 per cent of the village children were actually enrolled in the Basic schools.

In order to create a suitable atmosphere for expansion of Basic education, it was felt necessary by the department that it should follow the recommendations of the Education Ministry's Assessment Committee on Basic education, in the matter of introducing simple local crafts, students' self government, safai, celebration of political and religious festivals, village contact and social service programmes in all the Primary schools, so that it will become easier for the Government to convert these schools into Basic pattern, when sufficient number of teachers were trained in the correlated methods of teaching and craft work in due course of time.

There was only one private Basic school in the years 1952 to 1955. Afterwards the government figures did not show this school. Perhaps it must have been taken over by the Government. The above facts indicate that there was no private initiative in starting Basic schools in Telangana.

From the above, it is evident that Basic education was not given a chance to flourish under private initiative. In some of the villages covered by the Compulsory Education Act the villagers engaged a private tutor for education of their children, instead of sending them to the Basic schools. When the present investigator was an Inspector he had to face this opposition to Basic schools

from the public. The Government did not operate the punitive clauses of the Compulsory Education Act and nothing could be done except writing repeatedly to the superior offices to solve this problem, which was left unsolved.

Absence of pre-Basic and post-Basic schools was found to be a handicap for the proper dovetailing of Basic education to higher education. Girls' schools did not have sufficient enrolment and perhaps co-educational institutions and arrangement for co-staffing would have proved more economical. There were no residential Basic schools and in the day schools adequate emphasis for the community activities was not being given to maintain proper standards in accordance with the philosophy of Basic education.

#### ANDHRA PRADESH (1956-1966)

Many of the trends discussed under Madras, Andhra and Telangana will be referred to and a detailed discussion will be made on any new developments that have taken place during the recent decade.

There were four types of Basic schools in the state Pre-Basic, Junior Basic (1 to 5 grades), Senior Basic (1 to 8 grades) and Post-Basic (9 to 11 grades). There was no public examination at the end of the Senior Basic stage and the Headmaster with the help of his assistants was free to test the students and grant a certificate. If the student got eligible marks in English, he was admitted into the 9th class in a High or Higher Secondary School. Besides the usual conversion of a particular number of traditional primary schools into the Basic pattern, to facilitate the ultimate conversion of all elementary schools into that of Basic pattern, Basic features were ordered to be introduced in all non-Basic schools.

A special Committee for Basic and Social Education was constituted in 1958 with the Minister for Education as Chairman to advise the Government on all matters relating to Basic and Social education.

During 1958-59 it was felt that there was no need for separate syllabuses for Basic schools so far as the academic subjects were concerned. Hence an integrated syllabus was introduced in Basic and non-Basic schools. Instruction is based on activities in Basic schools and on approved methods in non-Basic schools. The curriculum covered in 8 years has been compressed into 7 years Integrated Elementary education.

Most of the schools did not have enough land and water supplies. Craft equipment was supplied at the rate of Rs. 150 per

teacher through the central craft stores attached to the Training schools, as usual in the Andhra area.

In order to enlist the public support to secure suitable accommodation, a regular campaign of land grant (Bhudan) and house gift (Gruhadan) was undertaken by the Government for the benefit of all schools. This task of arousing public support with a view to securing free gifts of land and buildings for the schools was entrusted to the District Planning Committees functioning under the guidance of the District Collectors. The Inspecting staff, under the guidance of the District Educational Officers, work in collaboration with the planning committees

The figures of wastage in Basic and non-Basic schools available for the year 1956-57, the first year after the formation of Andhra Pradesh, revealed that wastage was more in the case of girls and non-Basic schools, and the percentage of wastage was progressively increasing from class to class. From this it could be concluded that the holding power of Basic schools was evidently more than that of the non-Basic schools.

There was a steady increase in the employment of teachers in Basic schools due to the increase in the number of schools. The rise in the employment of teachers was the greatest in the second year in 1957-58 after the formation of the State of Andhra Pradesh. The ratio of trained teachers to untrained teachers in the Basic schools in the Andhra area, including Rayalaseema was 425:1 while that of Telangana was 1:2. In Andhra Pradesh in 1960-61 the ratio of trained to untrained teachers was 4:1. The teacher pupil ratio was 1:30 in 1956-57 and 1:34 in 1960-61.

Basic compact areas were developed with 30 to 50 schools around all the Basic Training Schools in the state. Each compact area was expected to have at least 30 well-developed Basic schools. The existing Elementary schools in the area were converted into Basic pattern. To facilitate this, re-training courses in Basic education for the non-Basic Elementary and Secondary Grade Teachers were conducted every year for three months during summer in the Basic Training School of that area. Later on the training course was reduced to two months to avoid dislocation of work. In order to provide efficient supervision and inspection over the Basic elementary schools, Basic trained Deputy Inspectors of Schools were being posted to these compact areas

In the beginning, opening of new Basic schools outside the compact area was banned. But later on this ban has been removed. Simultaneously with the intensive development of Basic education in the compact areas, opening of new schools and conversion of

existing Elementary schools into Basic pattern outside the compact areas was also taken up.

The main craft adopted in Basic schools was cotton craft and the subsidiary craft was agriculture. Instruction was attempted through the medium of the craft as far as possible. Craft work was organised keeping productivity in mind. Craft equipment at the rate of Rs. 150/- per Basic trained teacher was supplied to the Basic schools from the nearest central craft stores attached to the Government Basic Training schools. The central craft equipment stores get their supply of craft articles from the Gramaseva Mandal, Nalwadi, Wardha in Maharashtra State. These craft equipment stores are inspected by the Basic education officers. The Basic schools in the area hand over the yarn periodically to these central craft stores and take raw material like cotton, lint etc. in exchange. The Basic education officers were watching the craft work in Basic schools through examination of monthly reports.

On the recommendation of the Director of Public Instruction, the Government permitted in 1955 the publication of a quarterly journal in Telugu on Basic education incurring an expenditure of Rs. 1,000 per annum. This journal was expected to be used for the effective propagation and popularisation of Basic education and to serve as an official organ of the department.

There was no public examination at the end of the VIII grade in the Senior Basic schools. The qualifying test for promotion at the end of VIII grade was internal. The Headmaster, assisted by his staff, conducted the examination in all the subjects in the syllabus both in theory and in practice wherever necessary. The certificate in the prescribed form was granted by the Headmaster after such test was held. If the pupil got qualifying marks in English also, he was eligible for direct admission into Form IV of any recognised Secondary school in the state.

Stipends were paid at the rate of Rs. 18/- pm. to the trainees in Andhra area and Rs. 20/- pm in the Telangana area. In the Telangana area the teachers were paid full salaries during the training period from the year 1957-58, unlike the previous year. There were many untrained teachers working in the Telangana schools. So, all the normal schools in this area were converted into the Basic pattern with a view to train atleast 1,000 teachers each year. The duration of the Secondary Grade Basic Training was reduced from two years to one year. At the Elementary school level the seven year integrated pattern has been adopted from the year 1956-57. The training school syllabus was suitably changed. A two year course for non-matriculate women also has been revived in

Telangana area as one of the measures to supply quickly more number of trained teachers.

In Telangana area till 1955-56 an assessment committee used to go round the few Basic training institutions to decide the certification of the trainees. This system has been replaced by a regular scheme of centralised examination from the year 1956-57. During 1956-57 ten more Central Craft Equipment Stores were started in the remaining Government Basic Training schools in the Andhra area (including Rayalaseema) bringing the total to twenty. In all the Basic Training schools the medium of instruction is Telugu (language spoken in Andhra Pradesh) except in a few institutions where Urdu (17) Hindi (1), English (4) and Tamil (1) parallel sections are provided.

#### **Special Committee for Basic Education**

A special Committee for Basic education was appointed by the Government of Andhra Pradesh in 1960 consisting of ten Members of the Legislative Assembly of Andhra Pradesh.

The committee made about eighty recommendations in 1961. A detailed discussion of the terms of reference and recommendations of this committee was made in the pages 36-38 in Chapter I.

After this brief presentation of the development of Basic education in Andhra Pradesh it is proposed to give a detailed account of the practice of each aspect of this system in the succeeding chapters starting with "Organisation and Administration".

PART TWO

**ADMINISTRATIVE AND  
ORGANISATIONAL PRACTICES**





## CHAPTER III

# *The Administrative Set Up and Educational Policies*

### **Policy Making**

**E**DUCATION in India is a state subject and the State Governments develop their own policies without getting into conflict with the federal policies. In Andhra State the educational policies are decided by the Ministry of Education and approved by the Legislative Assembly and the Council. The Director of Public Instruction is consulted before formulating the educational policies by the secretariat of the Minister for Education. The Teachers' Unions want that they should be consulted while formulating the educational policy and they should develop their academic stature to meet this challenge.

From the History of Basic education in Andhra Pradesh already narrated, it is clear that the erstwhile Hyderabad State had a standing Special Committee on Basic education to advise the Government on the details of the policies with regard to the practice of Basic education. It appears that the Andhra Government did not have any such committee. In Andhra Pradesh no such special committee was formed to advise and guide the Government in its implementation of the policy of Basic education.

### **Education Code :**

The educational policies of the State Governments are embodied in the education codes. After the reorganisation of states on linguistic basis the new states had to redraft the education code. The State Government has from time to time explained its policies, including the details of practice of Basic education, through orders and circulars and so the need has arisen for consolidating them and codifying them in proper form. The policies of Government regarding compulsory Primary education, facilities for the education of the backward classes, salary scales of teachers, conditions of service, women's education, audio-visual aids, literacy drive, Pre-primary

education, conditions for recognition of schools for government aid, nationalisation of text-books, curricula, examination boards, and other administrative policies affect Basic education directly or indirectly. So all this requires to be clearly put into a redrafted code, which should be revised from time to time.

### ADMINISTRATIVE MACHINERY

Good administrative machinery is necessary for the efficient implementation of the Basic system of education or any other scheme. The fifth All India Basic Education Conference held at Sevagram in 1951 recommended that the administrative set up should be based on the principles of cooperation and democracy, which form the basis of the new social order. Basic education purports to evolve<sup>1</sup>. Shri. K. G. Saidian, the then Secretary of the Ministry of Education, Government of India said that the importance of an efficient administrative machinery cannot be overemphasised in view of the opinions expressed about the present administration. It was felt that our administrators did not have clear understanding of its (Basic education) concept and implications. Administrators were not genuinely interested or conversant with Basic education.<sup>2</sup>

Dr. Zakir Hussain deplored that the administrators did not take the real educational objectives and process as a serious matter<sup>3</sup>. The Assessment Committee also clearly stated :

“We have already stated and we repeat it now, we had the distressing experience of seeing Basic education being slowed down, misdirected and retarded, due entirely to Basic education being organised under the wrong administrative set up. Though the ideological battle for Basic education has been more or less won as a matter of educational policy, it is our experience that educational authorities with some conspicuous exceptions do not either fully understand the practical implications of the new system or what is worse, they do not understand the same.”<sup>4</sup>

As per the Reports on Public Instruction published by the Directorate of Public Instruction every year the following appears to be the administrative set up and its functions

1. Report of the Seventh All India Basic Education Conference, Sevagram, Hindustani Talimi Sangh, 1952, P 86
2. Speech made by Shri K. G. Saidian, Secretary, Union Education Ministry at the Seminar held from 30th April to 2nd May 1956 at New Delhi
3. Ibid
4. *Report of the Assessment Committee on Basic Education*, New Delhi: Ministry of Education, 1956 P 27.

Officer	Duties
1. Director of Public Instruction.	Execution of Government policy and administration of Education Department; Inspection.
2. Joint Director of Public Instruction.	Helps the Director of Public Instruction in the discharge of his duties.
3. Deputy Directors of Public Instruction	Help the Director of Public Instruction in administration and inspection of inspectorates. One Deputy Director of Public Instruction is incharge of Basic education and Teacher education.
4. Assistant Directors of Public Instruction.	Help the Deputy Directors and Director of Public Instruction in administration of the office.
5. Regional Deputy Directors of Public Instruction. (Now these posts are not existing)	Five in number each incharge of about four political districts. To assist the Director of Public Instruction and to supervise the work of the District Educational Officers. Subsequently the offices of Regional Deputy Directors were abolished and their functions and powers were delegated to District Educational Officers who are now assisted by Gazetted Inspectors of Schools, a newly created cadre.
6. District Educational Officers	Incharge of school education in an educational district.
7. Inspectors of Schools (Deputies, Senior and Junior)	Assist the District Educational Officers in the discharge of their duties and more concerned with Basic and Elementary education.

Since the main responsibility of running the school education was with the Zilla Parishads and the Panchayat Samithis it was relevant to explain the administrative set up under these organisations.

- |                               |   |
|-------------------------------|---|
| 1. Chairman, Zilla Parishad.  | Responsible for running the school education, especially Middle and Secondary stages. |
| 2. Secretary, Zilla Parishad. | Principal executive officer of the Zilla Parishad.                                    |

- |                                   |   |
|-----------------------------------|---|
| 3. Deputy Secretary (Education)   | Helps the Secretary in looking after the educational activities of the Zilla Parishad.  |
| 4. Chairman, Panchayat Samithi    | Responsible for running the Elementary schools including Basic schools.   |
| 5. Block Development Officer      | Principal executive officer of the Panchayat Samithi.   |
| 6. Extension Officer (Education). | Helps the Block Development Officer in looking after the Elementary and Basic School education, and specially concerned with the supervision of Elementary and Basic schools. |

The Office of the Commissioner for Government Examinations conducts the Basic Training Schools examinations, Deputy Inspectors tests, besides many other examinations relevant to other stages of education. The Director of Public Instruction was the ex-Office Commissioner for Government Examinations and he was assisted by a Deputy Commissioner and Assistant Commissioners.

#### **Reorganisation of Administrative Set-up :**

At the time of starting this investigation there were twenty revenue and twenty-nine educational districts. Later the number of educational districts was raised to thirty-nine by bifurcating the eight revenue districts in Telangana and two other districts in Andhra region. By 1965 there was a significant reorganisation of educational administration at the district level in Andhra Pradesh consequent on the proposals of the Director of Public Instruction. He felt the necessity for fixing revenue district as jurisdiction for a District Educational Officer for purposes of planning and development and for separation of inspection from administration and to tone up academic standards in Secondary and Training schools.

The set up of Education Department below the State level before this reorganisation was of conventional type. There were thirty-nine offices of the District Educational Officers in the entire State established on the basis of about fifty to sixty Secondary schools in an educational district. For this purpose revenue districts were bifurcated for educational purposes. There were five offices of the Regional Deputy Directors of Public Instruction. The correspondence between the Director of Public Instruction and the District Educational Officers was routed through the Regional Deputy Directors. All the inspecting officers have both the inspecting and administrative

functions. The arduous nature of administrative functions was proving to be detrimental to academic inspection and follow-up programmes for improving the academic life of the schools.

Further the regional set-up over the district set-up was causing administrative delays. Unless administration was separated from inspection and the existing administrative machinery at the regional and the district levels was reorganised on revenue district basis, it would not be possible to take up effectively the tasks of smooth and effective educational planning and implementation. For this purpose the Government decided to keep only one office for educational administration for each revenue district and the District Educational Officers were made the heads of this office. The District Educational Officers' rank was raised to that of Regional Deputy Director and powers were delegated to them to dispose off all normal administration connected with Elementary (including Basic) and Secondary schools upto the district level and also to exercise appellate functions over Panchayat Samithis and Zilla Parishads. Armed with such enhanced powers the District Educational Officer of the new cadre (Class II) was expected to render all technical help in educational planning and implementation in the District and Block within the revenue district. Attached to his office there were a few Gazetted Inspectors of Schools of the former District Educational Officers rank (Class II) one for every forty to fifty Secondary schools. One of them will be a woman officer. These Inspectors of Schools were required to pay surprise visits to schools including Elementary and Basic schools and midday meals centres in addition to their regular function of inspection of the secondary schools. The Government felt that this exclusive function of inspection and surprise visits with follow up programmes would tone up the standards of the Secondary and Elementary schools in the district under all managements.

The District Educational Officer whose function was mainly administrative, would inspect institutions headed by gazetted officers and will pay surprise visits to the schools. He was expected to inspect the educational wing of the Zilla Parishad. He or a Gazetted Inspector deputed by him will inspect the educational wing of the Panchayat Samithi. The main advantages of the scheme of reorganisation were as follows :

1. Elimination of administrative delays to a large extent.
2. Organised and uninterrupted inspection of Secondary and Training schools and follow up programmes to tone up academic standards

3. Disposal of all administrative matters (except matters of policy and procedural changes) pertaining to Elementary, Secondary and Training schools at the district level
4. Collection of correct statistical data required for purposes of planning etc according to time schedule.
5. Facility of correct budgetting and appropriation of expenditure

### DEMOCRATIC DECENTRALISATION OF EDUCATIONAL ADMINISTRATION OF ANDHRA PRADESH

Before the reorganisation of educational administration discussed above took place a change of management of education was effected as part of a general programme of democratic decentralisation of administration which was inaugurated by late Shri Jawaharlal Nehru in 1959.

"Under the educational programme in the Blocks, the Panchayat Samithis have been made responsible for implementation of elementary education including social education which includes management of Government and aided elementary and higher elementary schools, establishment of adult literacy centres, conversion of elementary schools into basic schools and providing education to children upto the age of 14 years .The Zilla Parishads have been entrusted with the establishment, maintenance and expansion of secondary, vocational and industrial schools . ...With a view to enabling the Panchayat Samithis and Zilla Parishads to organise the education programmes efficiently, at the Zilla Parishad level a Deputy Secretary for Education is appointed while in each Samithi, one Deputy Inspector of Schools is appointed "5

The Samithi also took over the midday meals programme and it was claimed that this programme and the general standard of education marked a uniform improvement

"As a result of transfer of administration and maintenance of schools to the local institutions, there has been effective supervision in the conduct of classes by teachers which brought about a remarkable improvement in the enrolment of students in schools and also in the attendance of children in the school."6

This improvement was claimed inspite of several criticisms voiced against the functioning of the local bodies by some leaders of public opinion and some organs of the press.

5. *Government by the People*, Hyderabad, Department of information and Public Relations, Government of Andhra Pradesh, 1961 P. 26.

6. *Ibid* P 28

There was abundance of evidence to show that the powers given to the local bodies were used excessively in the matter of transfers of teachers.

It was reported that in one of the Samithis even hundred transfers took place within two and a half months' time, while the total number of teachers in that Samithi was only two hundred. It was said that this could take place as the rival cliques in the villages could influence the Samithi authorities to effect transfers and also to cancel the same whenever the rival leaders brought pressure on them. It appears in another Samithi the Headmaster has been transferred as he did not allow the village leaders to interfere with the school administration, collect money unlawfully from the teachers, and misappropriate the backward class students' scholarships. In another Samithi the teachers were reported to have been transferred as they participated in the Teachers' Union elections, which the local leaders did not like. It was reported that the teacher thus transferred was working in a Government school and the chairman of the Zilla Parishad could get him transferred to a school 200 miles away, with the alleged support of a minister.

It was reported that a science graduate teacher of a High School was transferred to a far off place in one Zilla Parishad. The teacher represented his difficulties to the authorities of the Zilla Parishad. But the Chairman and the Secretary were reported to have abused the teachers in general using very bad language and as a protest to this the teacher resigned his job. It appears that this was a second resignation of this nature. Formerly another teacher from a Panchayat Samithi also was reported to have resigned his job, in protest to the behaviour of the President of the Samithi.<sup>7</sup>

Another criticism was made on the floor of the Andhra Pradesh Legislative Council by Shri. V. P. Raghavachary when he accused the Minister for Planning and Panchayat Raj that the consent of the teachers concerned was not taken before transferring them. But the Minister denied the need to take the consent of the teachers, though the consent of the Chairmen and Presidents of the Parishads and Samithis was essential.<sup>8</sup>

It is certainly beyond doubt that the powers to transfer the school teachers have been misused by the Chairmen of Zilla Parishads

7. Pandhuru, 'Administration under Panchayat Raj and Transfers of Teachers' *Medhani*-I-III October, 1960, Pp. 26 & 27.

8. Ibid, P 41

9. Questions in the Legislative Council, *Medhani*, Vol III V & VI, May & June 1963, Pp 26 & 27.

and Presidents of Panchayat Samithis and this factor has led to the resignations of teachers, questions in the houses of the legislature and finally writing a D.O. letter by the Planning and Panchayat Raj Minister to all the Chairmen and Presidents, besides representations to authorities and public criticisms in the press. The village leaders should realise that by interfering with the functions of the teachers they were harming their own children as the teachers were diverted from their vocation and the ultimate social objectives of education could not be realised. Frequent transfers result in frequent changes in the sequence of work in schools and time tables. With the change of teachers there will be change in the methods of teaching in schools. The teacher pupil rapport is often broken.

Another difficulty the teachers were facing has been revealed at a meeting between the Director of Public Instruction, Government of Andhra Pradesh and the representatives of the State Teachers Union sometime in 1962. It was represented that the Panchayat Samithis and Zilla Parishads were directly recruiting teachers from the open market, without giving promotions to the higher grades, to the qualified inservice teachers.

#### Other Difficulties :

There was a general complaint that the Headmaster of a Primary or Basic school was over-burdened with official correspondence with higher offices, in claiming salaries of the teachers, increments, arrears of pay, maintenance of the service books, etc. Most of the Headmasters of the Primary or Basic schools were not paid any allowance for the office work they do. The Headmaster or other teachers have to go round the higher offices to get their increments, pay bills sanctioned and to get entries in the service books.<sup>10</sup>

All these difficulties have been dramatically described in a short story written by Smt. Sreeram Radha Mani. The heroine of the story is a lady teacher in a remote village and one day she gets a call to the head office to explain her conduct within twenty four hours. But on arriving at the office she had to wait for a long time due to the absence of a clerk and finally she was told that the letter was posted to her wrongly. Then she enquires about her pay bill which was time-barred due to delay in the higher offices. The clerk concerned indirectly makes her pay the bill for tea and promises to do the needful. Then the peon also offers to do his bit in getting the bill sanctioned and extends his hand for a tip.<sup>11</sup>

10 Shri Satyanarayana M 'Rural Schools and Local Bodies' Medhavi, Vol IV-2 February 1964 P.22

11 Smt. Radha Mani S 'Our Offices' Medhavi Vo. III-IV April 1963, Pp 27 and 28



The President of the State Teachers' Union, Manthani Samithi stated that the school masters and mistresses were not happy in the schools under the purview of the Zilla Parishads and Samithis, due to delays in payment of salaries, frequent transfers, and interference in their work which spoils the relations between the teachers and the village leaders. The criticism of the village leaders that the teachers were unwilling to work in villages might be true to some extent. But most of the schools were run under trees or in huts without roof. Children were not sent to schools and teachers were living in cattle sheds. Adequate number of teachers were not posted to schools and teachers were expected to prepare midday meals, without enjoying any allowance for the same. The teachers were expected to dance to the tune of village leaders. They had to spend money from their petty salaries for travelling to the Central Schools <sup>12</sup>

#### Joint Staff Councils :

In order to relieve the teachers of such difficulties the Government issued orders authorising the Director of Public Instruction to form staff Councils at the Zilla Parishad level. The Joint staff Council served as a forum for free and frank exchange of views between the representatives of the service associations as well as of those from the Government side and has paved the way for appreciating better the view points of each other. In the light of the experience gained on the working of the Joint Staff Council at the State level, it was felt that there was need to constitute more Councils at lower levels. So, it was decided to constitute District Joint Staff Councils.

It is a matter for great satisfaction that the Government took steps to constitute Staff Councils at the Zilla Parishad and Panchayat Samithi levels for Education Department alone in 1961 even before the Joint Staff Councils were constituted for all the Departments in 1964. It was expected that the difficulties of teachers discussed so far would be solved through the staff councils thus constituted.

Giving the inaugural address on 22nd March 1962 to the Warangal District Teachers' Conference held at Janagama the Law Minister Shri P. V. Narasimha Rao remarked that whenever changes were brought about in administration the employees would inevitably face certain difficulties. The Government was aware of the same and doing its best to solve the same.<sup>13</sup>

12 Shri Janardan Reddy, G. Letter on 'Samithi and Parishad Schools' The Deccan Chronicle, 14th November 1964

13 Shri Narasimha Rao, P. V. 'Inaugural address to the Warangal District Teachers' Conference' 22nd March 1962. *Medhavi*, Vol. II-4, April, 1962. P. 26.

Giving the valedictory address on 3rd February 1964 to the Fourth Conference of the Karimnagar District Teachers Shri P. V. G. Raju, Education Minister felt that the handing over of Education to the Panchayat Raj bodies was done in haste. But this has been done and so he said that we would try to remove these difficulties. He assured that the Government was examining this issue.<sup>14</sup>

#### **Educational Officers' Views :**

The Educational Officers were requested to comment on the effect of democratic decentralisation on the practice of Basic education. Many (41%) Inspectors were of the opinion that there was no special effect of this administrative reform on Basic education. If at all there was any, it would be on the whole field of education or elementary education and so it had very little to do with Basic education.

Some of them felt that the decay of Basic education was not due to the administrative changes. The usual programme of conversion of traditional schools into Basic pattern was going on according to the targets fixed.

The opinion of 22 per cent of the Inspectors was hopeful and felt that the democratic decentralisation and Basic education go hand in hand and certain principles like cooperation and training for leaderships dissemination of news, self-rule were common to both. The decentralised democratic administration could be made successful through Basic education which should be nurtured by the former. They also felt that public cooperation was forthcoming for the introduction of simple crafts in schools and due to the increasing public contact with Basic schools more donations were being collected for erecting or additions or alterations of schools buildings.

Eighteen per cent of them felt that the effects of the democratic decentralisation of educational administration and Basic education were adverse, as the public cooperation expected was not forthcoming for their speedy implementation. Still the public oppose manual labour, gardening or cotton craft aspects of Basic education and there was interference from the parents and community members, instead of taking positive interest. This kind of atmosphere took away the life out of Basic education. The new administration also was not providing necessary funds for equipping the Basic schools. Improper appointments of teachers and their numerous transfers, inexperienced inspectorate, absence of central authority were all

<sup>14</sup> Shri Raju, P. V. G. 'Valedictory Address to the Fourth Conference of Karimnagar District Teachers'. *Medham*, Vol. IV-III, March 1964 P. 26

contributing to the sure and steady decline of Basic education. There was no way out unless a self-effacing President of Samithi and a sincere Block Development Officer helped the officials of the Education Department in the implementation of Basic education programmes.

Four per cent of the Inspectors stated that in the new democratic set-up every one seemed to have a voice, but no one came forward to join hands to do some solid work. The teachers were not taking the superior officers seriously as they were not discharging their legitimate duties towards Basic education.

Due to the above considerations the representatives of teachers in the Andhra Pradesh Legislative Council moved three resolutions in the Council in 1965 for removing the control of the Panchayat Raj Institutions on Educational institutions as separation of technical control from organisational control had proved to be a myth which has now been exploded. Those who had administrative powers over education could not but have a strong say and indirectly affected its technical and policy matters. Therefore, at the functional level education had become a political tool.

### QUANTITATIVE DESCRIPTION OF BASIC SCHOOLS

After having explained the administrative set up and the policies regarding the administration, it is proposed to examine the policy of the Government in providing Basic education first by showing how the Basic schools were distributed in several ways.

From an examination of the figures available it appears that a considerable number of single teacher schools also were converted into the Basic pattern in the coastal Andhra region while the policy in the Telangana region was not to convert the single teacher schools. This significant difference was due to the different policies adopted by the erstwhile Andhra and Hyderabad Governments and even after the formation of the Andhra Pradesh State this trend continued. Naturally the bulk of the Basic schools remained in the plural teacher Junior Basic sector. Senior Basic schools were very few. It looks as though all the Junior Basic schools could not be upgraded automatically into the Senior Basic pattern, due to difficulties best known to the Government. But barring the single teacher schools, wherever the plural teacher Junior Basic schools were functioning, the Government could easily adopt the policy of upgrading them to the Senior Basic stage, to keep the integral nature of this system of education. It is interesting to note that out of 37,388 primary schools only 2,630 and out of 1,749 middle schools

(there must be middle sections in the 1,652 high or higher secondary schools) only 395 could be converted to Basic pattern for the past quarter of a century or more. This clearly indicated that the rate of conversion of traditional elementary schools into Basic system was very slow or greater expansion could not be possible due to various other reasons.

The majority of the Basic schools were plural teacher Junior Basic schools, constituting 71.35 per cent. The policy appears to be to start more Junior Basic schools under the management of Panchayat Samithis and more Senior Basic Schools under the Zilla Parishads. A majority of 67.18 per cent of the schools were under the Panchayat Samithi and so the administration of Basic education by these bodies would go a long way in determining the success or failure of this system of education. The percentage of schools under Government, Municipal Board or private management ranges from 4 to 8 and so the influence of these managements is almost negligible. Most of the private schools were distributed over the Coastal Andhra and Rayalaseema areas. During 1956-57 and 1959-60 the Government took over a number of Aided schools which were not functioning well.

Out of the 7.38 per cent of the private aided schools in the entire state, a majority of the 74.70 per cent of them were plural teacher schools. A maximum of 31 per cent of the schools were managed by private bodies and the teacher managed schools were the minimum constituting only 8.82 per cent. No private Aided schools existed in Telangana and encouragement of Basic education in private sector is entirely an Andhra feature.

In the Andhra and Rayalaseema regions it was found that no schools had advisory committees. A majority of 54.10 per cent of schools out of which 45.70 per cent were plural Teacher Junior Basic schools had managing bodies under the grants-in-aid rules.

A majority of 87.05 schools acquired permanent recognition and the rest only temporary recognition under the Grants-in-aid Rules. Only 12.95 per cent of schools might be new ones kept under observation of the Inspectorate and when they get the certificate of satisfactory working by the Inspectors they would be recognised.

Only about five per cent of the Basic schools have been specially started for the special classes of people—scheduled castes, tribes or Backward classes and a majority of 96.10 per cent of schools were intended for children of all communities. This reveals that the policy of the Government was to provide schools for special communities wherever these communities were in a majority and this was a very progressive measure in a welfare state.

It is interesting to note that a majority of 88.29 per cent of the schools is situated in the rural areas and that is why Basic education gets the rural character. But the criticism, that Basic education was meant for rural areas only, was disproved by the policy of the Andhra Pradesh Government which adopted this pattern in 11.71 per cent of the schools in urban areas also. Gradually the percentage of schools of this type in urban areas should increase to prove the composite character of the Basic pattern.

Most of the schools in the state were in the age range of 6 to 15 years and very few schools existed in the intervals ranging from 16 to 50. This was mostly true to Andhra and Rayalaseema while in Telangana most of the schools came in the age group of 11 to 25. This included the Basic and non-Basic life of the institutions. The age of Basic education itself is about 30 years and about 66 per cent of the schools were within 30 years of age.

As many as 44.8 per cent of the schools have started as Basic schools and out of the remaining 56 per cent of the schools a majority of them were within ten years of age at the time of their conversion into Basic pattern. This was in perfect agreement with the Basic and non-Basic life of a majority of these institutions which was within 30 years.

A majority of 67.3 per cent of the Basic schools had a standing of 6 to 10 years and this trend is clearly seen in Andhra and Rayalaseema. But in Telangana 75 per cent of the schools were in this age range and this figure was above the state average. From this it appears that about 67 per cent of the schools were started between 1956 to 1960 roughly corresponding to the second five year plan period after states' reorganisation. So it could be concluded that this experiment was given an opportunity to be tried out on a mass scale only in the second five year plan. The percentage of schools in the age range 16 to 20 was only 3.5 and the opportunity of studying in schools where this experiment was carried over a number of years was very much narrowed down.

It appears that the Government of Andhra Pradesh and its predecessors adopted the policy of selecting recently started schools or new schools to try this experiment and in a majority of the schools the experiment is only 6 to 10 years old.

Very small number of Basic schools was started in villages having less than 500 population and this corroborates with the recent findings of the Programme Evaluation Organisation of the Planning Commission of India to the effect that villages with less than 500 population have not been provided with schools. The policy of the Government appears to be to start more Basic schools in

villages with less than 5000 population. This again corroborates well with the fact that 88.29 per cent of the schools were situated in the rural areas. Only 6.34 per cent of the schools exist in big villages or towns with more than 10,000 population. This again confirmed that the policy of the Government was to encourage Basic education more in rural areas.

A majority of the schools were started in villages having school going population ranging from 51 to 500 and very few Basic schools existed in places obtaining below 50 or above 1000 children of school going age. This trend is a natural corollary of allowing Basic schools in rural areas.

So far the policy of the Government in providing Basic schools according to region, management, community, rural and urban, size of the village, school going population and standing of the schools as traditional and Basic has been discussed. This will serve as a background for the study of student body in the succeeding pages.

### C. STUDENT BODY

This section makes a study of the different aspects of the student body—enrolment, daily attendance, communities from which they came, rural and urban distribution of students, size of the class and pupil teacher ratio to get a clear picture of the clientele of basic schools.

About 14,40,000 scholars enrolled in the different types of Basic schools. The enrolment of boys was disproportionately higher than the enrolment of girls and it is more pronounced at the Senior Basic stage. There was a steady decline in the enrolment and attendance of girls and the decline was too sharp at the Senior Basic stage. This called for special measures on the part of the Government to provide adequate facilities for the education of girls in the rural areas.

Even though the percentage of schools provided for Backward classes was only 0.30 about 50 per cent of the scholars enrolled in all Basic schools belonged to Backward communities. It was clear that more numbers of Backward class students were studying in general schools provided for all communities which constitute a majority of 96.10 per cent. But strangely enough the scholars coming from other communities constitute only 40.43 per cent as against 40.90 per cent of the Backward class scholars. This trend was very progressive and speaks of the general levelling up of the lot of Backward classes in the country probably after independence.

The percentage of schools provided for scheduled caste and tribes students was 3.60 while 9.68 per cent of scholars belonging to these communities study in these and other general schools.

An analysis of enrolment in single and plural teachers and Senior Basic schools separately shows that boys from rural areas range from 59.29 to 74.83, while in the case of girls it is 21.17 to 40.71. It supports the earlier view that education of girls from rural areas needs greater strengthening.

TABLE 1  
AVERAGE SIZE OF CLASS

Class	Boys	Girls	Total	Strength of each section
1	37	27	64	41
2	23	15	32	32
3	21	11	35	26
4	24	9	33	27
5	25	7	38	25
6	45	15	60	41
7	33	11	43	34
8	24	7	31	29

It is interesting to note that the average enrolment of the girls was lower than that of boys, and the size of the classes and sections in respect of boys and more in respect of girls was steadily falling from 1st to 5th classes and suddenly there was a uniform rise at the 6th class. This explained the clear cut division of Basic school education into Junior and Senior Basic stages and the non-provision of sufficient number of Senior Basic schools at all places. Otherwise the steady downward trend might have continued till the 8th class. Even though there was sudden rise in the size of classes at the 6th class stage again the size comes down to the 5th class level at the 8th class. It again showed the steady decline in the school and class strength is due to drop outs or non provision of facilities for complete education. The strength in sections ranged from an average of 25 to 41 and the problem of numbers was being faced at the 1st and 6th class levels, the beginning classes of the Junior and Senior Basic schools respectively. So, there was a need to equip the teachers of these classes with techniques of handling larger classes.

**Pupil Teacher Ratio :**

While the size of the classess ranged from 25 to 41 students the following table from a study conducted by the State Institute of Education, Andhra Pradesh, gives an idea of pupil teacher ratio. The figures quoted are from three districts, East Godavari (Andhra) Nellore (Rayalseema) and Hyderabad (Telangana) and they represent the three different regions.

**TABLE 2\***  
**PUPIL TEACHER RATIO IN PRIMARY AND**  
**MIDDLE SCHOOLS IN ANDHRA PRADESH**

Particulars	Hyderabad District	Nellore District	East Godavary District
<i>Primary (Junior Basic) Schools</i>			
Number of schools where pupil - teacher ratio is less than forty.	750	1140	1434
Number of schools where pupil - teacher ratio is more than forty.	265	1614	803
<i>Middle (Senior Basic) Schools</i>			
Number of schools where pupil - teacher ratio is less than forty.	78	266	134
Number of schools where pupil - teacher ratio is more than forty.	2	32	64

Condition appears to be bright in Andhra region as the number of schools with pupil-teacher ratio of less than forty was more in the East Godavari District and the condition needed improvement in Rayalaseema as in Nellore district the number of schools with pupil-teacher ratio more than forty appeared to be larger, as far as the primary (Junior basic) schools are concerned. In the case of middle schools (Senior basic) the condition was uniformly brighter and more so in Rayalaseema as more number of schools with less than forty pupil teacher ratio were in existence.

In a monograph published by the Education Commission, Government of India, it was stated that the pupil-teacher ratio at the Junior Primary (Junior Basic) education was 36, while at the Senior

\* A Note on Pupil Teacher Ratio, Hyderabad, State Institute of Education, Mimeographed Publication September 1965, P 3.



Primary (Senior Basic) education it was 26 in Andhra Pradesh.<sup>15</sup> There may be some cases of having 60 to 70 students in a section, but this is not a uniform tendency.

The study referred to above assumed that 40:1 pupil-teacher ratio was acceptable. But Shri M. Satyanarayana said that the system of providing the number of teachers according to the number of students, without taking the number of classes he had to teach, was not in order. According to the present trend if a school with five classes has a strength of 120 students it got three teachers. But practically it was difficult for these three teachers to handle five classes efficiently. They cannot cover the courses and books. Atleast four teachers are necessary and the idea that the pupil-teacher ratio of 40:1 was ideal, was not correct.<sup>16</sup> On an average if the teacher worked for 5 periods a day, he taught 200 students and in case home assignment was given to all, he had to correct more than 1000 note books in a week.

#### D. COST OF BASIC EDUCATION

The over all expenditure on Primary education in the State works out to Rs. 6,42,50,300 out of which Rs. 1,20,88,700 was given as grants to local bodies for Primary education, (both Basic and non-basic) and Rs. 74,31,500 was spent directly on Basic education (excluding Basic schools under local bodies).<sup>17</sup> The Task Force on Educational Finance of the Education Commission gave the following figures regarding the cost of Primary education in Andhra Pradesh :

TABLE 3\*  
COST OF PRIMARY (BASIC) EDUCATION

Particulars	Junior Primary (Basic) Education	Senior Primary (Basic) Education
Percentage of expenditure on teacher's salaries to total expenditure.	91.1	80.9
Average annual salary per teacher	938.2	1,007.6
Average annual cost per pupil	28.4	47.1

15. Task Force on Educational Finance : Monograph No. III *Financing of Education in India*, New Delhi: Education Commission, Government of India, 1965. Pp. 57-58.

16. Shri Satyanarayana, M. *Rural Schools and Local Boards*, Op. Cit. P. 21.

17. *Report of the Special Committee for Basic Education, Andhra Pradesh*, Hyderabad : Education Department, Andhra Pradesh, 1961. p. 175.

\* Source: Task Force on Educational Finance. Op. Cit. Pp. 57-58.

The actual amount sanctioned to each school depended upon its size. However the allotments to each item of expenditure was not sufficient. From a discussion in 1961 in the Legislative Council of Andhra Pradesh it was revealed that even the grants for teachers salaries were released to the local bodies in instalments and that too in insufficient amounts. Even though pay commissions recommended revision of pay scales, and merger of D.A. with basic pay, implementation of the revision took time due to delay in taking administrative decisions as to whether the Local Administration or the Education Department should operate the budget in the case of teachers transferred to the Zilla Parishads and Panchayat Samithis.<sup>18</sup>

Speaking at Visakhapatnam on February 8, 1959 at the Joint Conference of the District Teachers Guild and District Headmasters Association of Sreekakulam and Visakhapatnam, Shri K. Brahmananda Reddy, the then Finance Minister expressed the difficulties of financing education in the State. There was not much scope for getting money from private donors. It was, therefore necessary to appoint Grants Commission for School Education at the State level on the lines of the University Grants Commission.<sup>19</sup>

But so far no Grants Commission for School Education came into existence.

### E. WASTAGE IN EDUCATION

The wastage in Basic education though less compared to Primary education, was progressively increasing from class to class, more in third class and very sharply in the case of girls, especially in rural areas

The transfer rate from primary to secondary education as quoted by the Task Force on Educational Finance was 84.6 per cent in the case of boys and 74.3 per cent in the case of girls. These figures also showed that the rate of wastage was more in the case of girls. The State Institute of Education, Andhra Pradesh, Hyderabad conducted a sample study in which the percentages of drop outs and repeaters were calculated with reference to the total strength of each class. The study concluded that in urban schools stagnation increases from classes 1 to 5 and in rural schools however, stagnation decreases from classes 1 to 5. Wastage on the other hand decreases from classes 1 to 5 in both urban and rural schools.<sup>20</sup>

18 Budget Discussion of 9th December 1961 in the Legislative Council, Medhavi, II-I, January 1968 Pp 6-8.

19 The Hindu, February 10, 1959

20. Ibid P.S.

**TABLE 4**  
**WASTAGE AND STAGNATION IN PRIMARY EDUCATION**

Class	Stagnation	Wastage
1	17.1	22.1
2	10.2	16.7
3	12.1	14.4
4	11.1	9.3
5	5.8	8.5

Shri L. Bullayya, former Director of Public Instruction, Andhra Pradesh said that though incentives of scholarships, mid-day meals and books were provided and Rs. 22 crores were spent on various educational schemes the returns were not beyond 30 per cent due to large scale dropping out of the students. Though they might see hundred students in the first class the number was generally reduced to 25 in the fourth or fifth class. The penal provisions of the compulsory education acts were not invoked.<sup>21</sup>

An attempt has been made in this study to examine the enrolment figures in July 1962 and March 1963 to find out the percentage of increase or decrease in class strength.

**TABLE 5**  
**INCREASE AND DECREASE OF ENROLMENT**

Class	Boys	Girls	Total
1	Plus 11.4	Plus 10.7	Plus 11.0
2	.. 2.4	.. .8	.. 1.7
3	Minus 0.43	.. 4.1	.. 1.2
4	.. 2.1	Minus 3.8	Minus 2.6
5	Plus 4.8	.. 3.4	Plus 2.0
6	.. 4.7	Plus 3.1	.. 4.4
7	Minus 5.6	Minus 6.0	Minus 5.7
8	Plus 1.1	.. 6.4	.. 0.25

Generally drop outs start from Class III and in the case of girls the drop outs were steady upto the class VIII, with an increase at the VII class stage in the case of both boys and girls.

#### F. FREE, UNIVERSAL & COMPULSORY ELEMENTARY (BASIC) EDUCATION

The wastage in Basic elementary education could have been eliminated in case the scheme of universal free and compulsory

<sup>21</sup> *The Deccan Chronicle*, 21st October 1961.

education was successfully implemented. This scheme was introduced in Andhra Pradesh with effect from the academic year 1961-1962 with the objective of bringing 75 per cent of the children in the age group 6-11 to the school in the third plan period.<sup>22</sup>

In non-Samithi areas outside the Zilla Parishads, and Municipalities the Government would do the needful. Special attention was to be given for the enrolment of girls and backward class children. Simultaneously grants for the school improvement and mid-day meals etc. were made.

At the instance of the Ministry of Education, Government of India National Seminars of Compulsory Primary Education were conducted every year. The first Seminar took place at Delhi in 1961.

By the end of the second plan period only 2,975 lakhs of boys and girls of 6-11 age group in the state had been brought to school and this constituted only 63.6 per cent of the total population and Andhra Pradesh occupied the seventh place in the progress of compulsory education in the country. In the case of providing educational facilities for the age group 11-14 Andhra Pradesh occupied twelfth position. It was planned to bring only 84.5 per cent of the children of this age group to school during the third plan period. During 1961-62, the scheme was limited to the children of 6-7 age group and during 1962-63, it was extended for the age group 7-8 and so on. The increase in enrolment was causing dearth of teachers and school buildings. The Educational Officers and public brought pressure on the Government to meet this challenge. But the Government was thinking of retrenching about 1,600 teachers due to economy effected during national emergency created by Chinese aggression against India.<sup>23</sup>

Shri M. Satyanarayana stated that the education budget did not provide for sufficient number of teachers, inspite of enrolling more numbers and opening additional sections in the Government and Local Government schools, especially in rural areas. This lead to the spread of the idea that rural Government schools of lower standard were provided for the poor people and the urban private schools of higher standard were meant for the rich.

Shri K. Brahnanda Reddy, Chief Minister holding the Education portfolio while presenting the education estimates in the

22. *A sample Study of Stagnation and Wastage in A Few Urban and Rural Primary Schools*, August 1965, Hyderabad, State Institute of Education P 10

23. Shri Raghavachary V. P. 'Compulsory Primary Education - National Plan', Medhavi, V-I January 1963, Pp 21-25.

Legislative Assembly on 20th February 1963 stated that even though 3,500 posts of teachers were sanctioned for implementation of compulsory primary education, due to the national emergency fifty per cent of these posts were cancelled and this would result in retrenchment. The press, legislators and teachers agitated against this proposed retrenchment.<sup>24</sup>

Dr M Chennareddy, Minister for Planning and Panchayat Raj stated that the existing resources should be fully utilised to provide the maximum possible educational facilities to the poor children in the villages, who were usually employed to do odd jobs. They were unable to utilise even the incentives like the midday meals, school uniforms, books, school health services etc. due to the general poor condition of our village families.<sup>25</sup>

The above discussion has shown how difficult it was to provide sufficient number of teachers for meeting the demands of compulsory Primary (Basic) education. In spite of the genuine efforts of the Government to make the scheme a success, the teachers have to face a lot of difficulty in attracting the children to schools.

The State Institute of Education has listed the following reasons for wastage and stagnation.

#### Reasons Common for Wastage and Stagnation :

1. Helping parents at home,
2. Lack of books, slates, clothes
3. Ill-health.

#### Reasons for Wastage only :

1. Poor School plant,
2. School factors

#### Reasons for Stagnation only :

1. Absence due to field labour,
2. Not interested in education,
3. Not regular.

From the following data it can be concluded that the poverty of the parents was the root cause for the stagnation and wastage in Elementary (Basic) education in the State. Due to poverty the parents could not afford to send children to school and keep them back either for domestic work or for juvenile employment.

24 Editorial '*Our Budget and Education*' Medhavi, III-III, March 1963 P 3

25 Chenna Reddy M. 'Presidential Address to the Fourth District Teachers Conference at Kattinnagar 2nd February 1964 Medhavi IV III, March 1964, Pp. 14-15

**TABLE 6**  
**SCHOOLS GIVING REASONS FOR ALL CHILDREN**  
**NOT ATTENDING THE SCHOOLS**

Reasons	Percentage
1. Poverty and inability of parents to meet cost of education which is not suited to economic conditions	71.71
2. Children attending domestic work when parents go out for employment.	65.65
3. Parents indifferent to the importance of education and especially they don't like to send grown up girls to schools.	61.75
4. Parents send children to work as domestic servants outside home.	43.91
5. Government, parents, and leaders do not take necessary steps to provide more schools and to make schools attractive to children.	7.12

Parents and public should realise the importance of education to children especially for girls and provide more educational facilities with the object of increasing the holding power of schools by making them more attractive

About 67 per cent of the Educational Officers in the State expressed that most of the parents were cultivators of poor means and so the children also participated in the agricultural operations or employed otherwise, sometimes daily, right from 4 a. m. to 8 p. m. Some Educational Officers (37%) said that parents and public were not generally interested in education and so they usually did not cooperate with school or contribute any funds. Some others (22%) said that due to illiteracy and ignorance of elders they showed less interest in education. Some optimistic officers (16%) felt that compulsory education was suffering only due to absenteeism and irregular attendance, especially in the case of girls and scheduled caste children. Lack of sufficient funds either to help the poor pupils or to carry propaganda (14%), lack of accommodation (8%) and insufficient number of trained teachers, insistence on trained teachers and unwillingness of women teachers to work in the villages (8%) were also reported as difficulties in the way. Though children were educated in Primary schools they were unemployed and so this education was not considered as paying (2%)

The Hindu, a leading Madras daily commented on 24th March 1962 that in urban areas, there had been no impediment to the execution of the plan. Parents, especially in the wage earning groups, appreciate the value of Elementary education. But in rural areas conditions were different. Unemployment and general poverty as well as absence of external evidence of educational activities in their midst make the masses indifferent to the call.

The Headmasters of Basic schools reported that they were taking the following measures for attracting more children to schools :

TABLE 7  
MEASURES TAKEN TO ATTRACT MORE CHILDREN  
TO ATTEND SCHOOLS

Measures	Percentage
1. Personal contact with parents	72.61
2. Making school programmes attractive.	60.43
3. Free equipment, books, slates etc.	56.52
4. Organisation of lectures on the importance of education.	55.22
5. Parent Teacher Association.	54.73
6. Free mid-day meals.	49.13
7. Cultural programmes - Drama, Burrakatha, Harikatha etc.	42.17
8. Award of scholarships.	31.74

It was found that all over Andhra Pradesh the teachers in Basic schools were primarily trying to establish personal contacts with parents, while making the school programmes attractive and these measures did not involve any expenditure except the sincerity, seriousness and goodwill of the teacher. Parent Teacher Association, lectures and cultural programmes also help strengthen the rapport between the school and the community. In many cases the free distribution of educational equipment like books slates etc. was in operation. The provision of mid-day meals and scholarships was a costly responsibility and this could be made possible only if the Government or the Community provided necessary funds and so these programme appear less frequently in the measures taken for making the universal free and compulsory Basic education successful in Andhra Pradesh.

A majority of the Educational Officers (43%) said that they were arranging for propaganda through compulsory education

drives or weeks, exhortations, and some others (8%) suggested that the Social Education Organisers and the Block Samithi Officers should be made responsible for this propaganda. Mid-day meals programme (29%) was reported as an incentive for regular attendance. Parents and villagers committees and discussions involving non-officials were also tried (9%). Preparations of defaulters lists and serving of notices were tried, but parents refused to receive notices (10%). So some inspectors (18%) recommended that the penal provisions of the Compulsory Education Act should be invoked and severe punishments inflicted on parents. According to a scale checked by the Inspectors the over all index of their success in implementing compulsory primary education was 41.47 per cent.

However, it could be seen that the holding power of the Basic schools was more than the traditional Elementary schools and hence the reasons for the same could be found in the efforts of the Basic school teachers as discussed above. Yet it was interesting to find out why some classes in Basic schools were not converted into Basic pattern.

#### G. NON-BASIC CLASSES IN BASIC SCHOOL

The following table gives the percentages of Basic schools having Basic pattern of education upto the different grades in Andhra Pradesh. Basic education was considered to be an integrated programme of eight years and unless students were provided with opportunity to continue the course to the full period of eight years the expected results cannot be achieved.

TABLE 8  
SCHOOLS HAVING BASIC PATTERN IN  
DIFFERENT GRADES OF THEIR SCHOOLS

Grade upto which Basic Pattern is introduced	Percentage
3	1.37
4	1.46
5	32.02
6	2.03
7	13.07

A majority of the schools under sample had Basic pattern of education upto fifth grade and most others had this pattern upto eighth grade. Only a few schools stop with third, fourth or sixth



grade, instead of extending upto either fifth or eighth grades. A majority of the schools remain as Junior Basic schools and there must be certain reasons for not converting all as Senior Basic schools.

TABLE 9  
REASONS FOR NOT INTRODUCING BASIC PATTERN  
IN ALL GRADES OF THE SCHOOLS

Reasons	Percentage
1. Lack of interest of parents and public	62.07
2. Government is not interested in providing more Senior Basic schools.	32.17
3. Lack of sufficient accommodation with proper atmosphere.	8.25
4. Dearth of trained teachers.	3.91
5. Craft work is difficult and not liked by students	3.48
6. Basic education is not dovetailed with higher education	3.4
7. Present practices of Basic education also are confined to school and text books.	1.31
8. Poverty and unsuitable school timings for working children.	0.83

The above data show that the parents, public and the Government were not positively interested in having complete Basic schools of eight grades. In case interest was evinced by the concerned, other problems like accommodation, trained teachers and certain adjustments in the practices of Basic education could be solved as only a few schools faced such problems. The training school Head masters also concur with the opinion of the Basic school Headmasters in this matter, as 12.50 per cent of the former checked only this point of lack of interest on the part of the public and the Government. There might be other genuine reasons for the Government for not extending Basic education to all other schools and other classes in the same schools. But steps were taken to orient all the traditional schools to Basic pattern.

## II. ORIENTING TRADITIONAL ELEMENTARY SCHOOLS TO BASIC PATTERN

Shri P. Ranga Reddy, Minister for Planning and information stated in a press conference at Hyderabad on 22nd May 1961 :

That in pursuance of the recommendations made by the All India Seminar on Basic education held at Allahabad a training programme for teachers and Deputy Inspectors of schools so as to reorientate all the existing schools into Basic pattern by not later than 1962, would be undertaken.<sup>26</sup>

The National Institute of Basic Education published in 1960 a small pamphlet entitled 'Basic Activities for Non-Basic Schools' in which ten objectives and seven types of activities for orienting non-Basic schools to Basic pattern were listed. The Ministry of Education, Government of India also issued a similar pamphlet written by Shri G Ramachandran. These points were discussed at the Allahabad seminar mentioned above. The Government of India wanted that this orientation programme should be completed by the end of the second five year plan period. In prusuanace of this policy the Government of Andhra Pradesh issued a Fourteen Point programme for implementation in the traditional Elementary schools and trained the teachers and inspecting officers in the seminar courses for this purpose.

Smt. S. Rajyalakshmi conducted a study under the guidance of the author and recommended practices under seven different aspects namely, the Spiritual; Clean and Healthy Living; Aesthetics, Recreation and Culture, Social Service; Community Life and Citizenship Training, Craft; and Intellectual Training. She also recommended an annual plan for adoption by the schools especially in the twin cities of Hyderabad and Secunderabad.<sup>27</sup>

### The Attitude of Administrators to Basic Education :

The orientation programme and other practices of Basic education would prove successful, if the attitude of the administrators was favourable to Basic education. The Special Committee remarked :

The Government should take suitable steps to effect a radical change in the minds of officials of the Education Depart-

26 *The Deccan Chronicle*, 23rd May 1961.

27. Smt. Rajyalakshmi, S 'Identification of the Salient Aspects of Basic Education and the Evolution of a Concrete Plan of Implementing Them in the non-Basic Primary Schools of Hyderabad and Secunderabad, April 1962' An unpublished M. Ed Diessration, Osmania University, Hyderabad.

ment specially at the higher level who are in charge of administration, finance, policies and personnel, so that they may have understanding and faith in Basic education.<sup>28</sup>

A majority of the Educational Officers (47%) themselves stated that the Administrators were ignorant, inattentive, uninterested, and unconvinced of Basic education and did not believe in this system. They had a poor opinion and this gave a set back to the system. A few (3%) Educational Officers stated that Administrators tried to implement this pattern as it was the Government Policy followed as per Gandhian principles. Some of them (16%) said that the attitude of the administrators was fair, cooperative, encouraging and warm.

Radical changes are necessary in the Government machinery, as the officers did not take personal responsibility for things and they tried to throw the same on others. For every small thing the teachers had to look to the Government for remedies, due to the centralised nature of administration and this was resulting in the multiplication of day to day problems.<sup>29</sup> Some times teachers write letters to the local press alleging unsatisfactory record keeping and non-tracing of papers in offices.

For effecting any changes in administration and policies as suggested in the foregoing pages, it was necessary to establish criteria for the change on the firm basis of educational surveys and status studies. At the instance of the Government of India, a comprehensive survey appears to have been conducted at the beginning of the Third Five Year Plan. Sri L. Bullayya the then Director of Public Instruction said that the State Institute of Education established at Hyderabad under the auspices of the Central Government would shortly undertake another educational survey of the state, as it was generally felt that the educational institutions were opened indiscriminately, sometimes as rival bodies, and many of them did not have the requisite strength. The State Institute of Education would fix up the locations of the schools.<sup>30</sup>

Mere planning, economic location of schools and better administrative procedures alone can not ensure better education without suitable school houses with enough space for different educational activities. This aspect will be considered in the next chapter.

28. *Report of the Special Committee for Basic Education*, Hyderabad : Education Department, Andhra Pradesh 1961. P. 117.

29. Shri. Raghavachary, V. P. Presidential Address to the Second Warangal District Teachers' Conference at Janagama, Medhavi, V-IV, April 1962.

30. *The Deccan Chronicle*, 21st October 1964.

## CHAPTER IV

### *The School Buildings and Land*

**E**DUCATION should be given more importance than the school buildings, which are merely the places where boys and girls and the teachers gather to use the special equipment provided for imparting knowledge to the children.

For the eight-graded Basic school, there should be atleast five classrooms. The remaining three classes can meet in the open, either under the shade of trees or, still better, in the sun, if weather permits.... It is desirable to provide hostels for the students and residential quarters for teachers ....What is of still greater value is the sense of 'ownness' that the members of the school community inevitably feel towards the school building erected by themselves ... Repairs to the school buildings should also be collectively carried out in the same way...money comes from the authorities concerned, the labour should come from the school community<sup>1</sup>.

But the Special Committee for Basic Education, Andhra Pradesh said :

Wherever we visited we have found the building arrangements very inadequate.....The Department will have to look into these problems without further delay.

In some Zilla Parishad areas like Sreekakulam lakhs of rupees were contributed, and many acres of land donated by people for starting schools. With the introduction of the universal free and compulsory Primary education scheme, the number of Elementary schools had also increased with the enrolment. So, the Zilla Parishads and the Panchayat Samithis were faced with the problem

<sup>1</sup> Handbook for Teachers of Basic Schools, New Delhi, Ministry of Education, Government of India, 1950 Pp. 34 & 35

of providing buildings for the schools. The Elementary schools were mostly located in private rented buildings in villages. The impact of the innumerable community development programmes undertaken by the Zilla Parishad and the Panchayat Samithis had been telling seriously on the financial position of these organisations, so much, that the building programme had necessarily been slowed down. More or less the same position was stated in a study conducted during 1956-57 by the same author.

From the reports of the Education Department it is clear that the problem of accomodation and land facilities is very acute. Most of the schools are housed in rented buildings and the Government is spending a lot of money on rent. In some villages, the schools are run on the varandhas of some rich man's house or in the village "chavidis". This problem is less acute in the cities when compared with the villages.

Though some additions and alterations were effected in a few buildings, the methods adopted were praise worthy, as the villagers rendered voluntary service by contributing their labour and money.<sup>2</sup>

In a study conducted by the State Institute of Education, Hyderabad it was revealed that urban schools were better than the village schools in respect of separate room for each class (rural 36%, urban 70%) proper flooring for the class rooms (rural 59% urban 89%) pucca buildings (rural 63%, urban 91%) and furniture (rural 70%, urban 77%). In the case of sanitary conditions (rural 27%, urban 24%) and in the case of garden space (rural 95% urban 8%) the rural schools were leading. The special extra features in the urban schools noticed were: Information Boards (32%) Provision for efficient craft work (51%) Drinking water arrangements (5%).<sup>3</sup> The condition of the school buildings was not very satisfactory.

It is said that people in rural areas are not quite enthusiastic about sending their children to school as in some places classes are conducted under trees and roofless dilapidated structures .... authorities should compel the Panchayats to build school houses and provide habitable quarters to the teachers.... They (education sub-committees of Zilla Parishads) prepare a consolidated budget for buildings, equipment, teachers' quarters and

2 Subba Rao, C. S., *Basic Education in Practice* Secunderabad, Ajanta Publications, 1958, P. 150.

3 Publication No. 40 A study of the Physical Facilities in a Few Rural and Urban Primary Schools, Hyderabad, State Institute of Education, 1965, P. 7.

salaries...there should arise no difficulty for the Gram Panchayats or Samithis to build school houses and teachers' quarters. Teachers say that they cannot live in villages under the existing circumstances.<sup>4</sup>

Then what were the reasons for this state of affairs? The present study revealed the following reasons for not getting suitable buildings for schools, in the State.

TABLE 10  
REASONS FOR NOT GETTING SUITABLE SCHOOL BUILDINGS

Reasons	Percentage
1. There is no enthusiasm in public for getting a good building for the school	37.83
2. Government is not sanctioning funds for construction of buildings	34.78
3. Suitable buildings are not available in the place	33.35
4. People are not contributing with money or labour.	32.60
5. People having good buildings are not willing to give the same for housing the school.	24.78

People get what they deserve. It was true that if the public were really enthusiastic in getting a good building for their school, there were thousand ways of getting the same realised. It might also be true that the Government was not sanctioning enough funds for construction. We could not entirely blame the Government, as its resources were also limited. Lack of public enthusiasm was responsible for non contribution of money or labour or its unwillingness to rent out the building for housing the school, in case a suitable building was available. Probably the duty before the teacher and the educational administrator should be to rouse public interest and persuade the Government to allocate more funds for the school building programme.

The above data were corroborated by the evidence from the Educational officers. A majority of them (58%) stated that public had not realised the importance of education and so they did not bother to give good buildings to schools. The rich people did not

4 *The Deccan Chronicle*, 18th November 1964

give contributions while the poor people cannot some times due to failure of crops, which depend on rains. A good number of them (32%) said that the situation of the buildings and land was very discouraging and at least 15 sq. feet of covered space and fifty cents of garden space were required urgently. Twenty four per cent of Educational officers stated that the Government or the managements were unable to do anything, even though sometimes they paid enough attention. More exhortations do not result in action. Red tapism and useless correspondence were reasons for delay in action. But only three per cent of the inspectors regretted that the buildings constructed under the Community Development Programme and freely gifted ones were not properly utilised by the schools.

TABLE 11  
NATURE OF THE SCHOOL BUILDINGS

Nature of the building	Percentage
1. Own buildings	36.5
2. Rented buildings	32.1
3. Rent free houses (provided by community).	22.9
4. (a) Temple	2.8
(b) Church	2.8
5. Village chavadi	2.4
6. Cattle sheds	0.5

It could be noted from the above data that the programme to build school houses should get *topmost priority*.

There has been considerable improvement in the community participation and Government effort under Community Development in providing school houses during the past decade. In Telangana 1.33 percent of schools on village chavidis have disappeared as per evidence from the present study. A good number of schools were running in rent-free houses. No school was run in mosques while a few (2.8%) were housed in temples or churches. It was a pity to find that a few schools were run even in the cattle sheds in the coastal Andhra region of the State.

The following data gathered from the statistics compiled by the Director of Public Instruction, Government of Andhra Pradesh, give further particulars about the school houses (Table 12).

Slowly even these 40.04 per cent of thatched sheds should disappear and in their place pucca buildings should be constructed.

TABLE 12  
STATUS OF BUILDINGS

Nature of building	Single Teacher Basic schools	Plural Teacher Basic schools	Total
Pucca	6.51	53.45	59.96
Thatched	11.75	28.29	40.04

TABLE 13  
NUMBER OF ROOMS IN THE SCHOOL BUILDINGS

Number of rooms	Single Teacher Basic schools	Plural Teachers Basic schools	Total
Five and below	13.11	51.97	65.08
6 to 10	.03	34.22	34.25
10 to 15	" "	0.49	0.48
Above 15	" "	0.19	0.19

A majority of school buildings have less than five rooms and a few plural teacher Junior Basic and Senior Basic schools had upto ten rooms. The majority of school buildings could not hold an average of 9 sections and an average of 93 students per school, as revealed by the statistics maintained by the Director of Public Instruction.

The school buildings should also be situated in an ideal atmosphere and the following table gives an idea of the location of the school buildings in the different regions of Andhra Pradesh.

TABLE 14  
LOCATION OF SCHOOL BUILDINGS

Location	Total
1. Near the garden	41.30
2. In the outskirts	40.30
3. On the main road	21.30
4. Near the fields	10.00
5. In the middle of the town or village	8.26

Three to five per cent of the schools were situated near markets taverns, weekly fairs, factories, cinema halls. About one per cent of



the schools were near burial grounds, hospitals and railway stations. The people concerned were taking sufficient care to house the schools in buildings, which were either at the outskirts (40.43%) or near the garden (41.30%) away from the din of habitations, which was a welcome factor, even though in the case of students of the schools situated outside there might be some inconvenience in reaching the institutions. A few schools existed on the main road, which might not be safe for the children, and some in the middle of the town or village, which might not be quite ideal. About ten per cent of the schools existed near the fields and it provided opportunity for observation and participation in the agricultural operations, an experience which was considered essential in Basic education. The number of schools situated near disturbing places like markets, factories, etc., was very negligible.

This is a very encouraging feature; but this is mostly true in the case of villages.

A few of the private aided schools provide sanitary facilities as per the Grants-in-aid Code, while a good number of schools admitting girls provided separate sanitary facilities for them. From the following figures collected by the investigator the different types of sanitary facilities available could be known.

TABLE 15  
TYPES OF SANITARY FACILITIES AVAILABLE

Type of sanitary facilities available	Per cent
No sanitary fittings available	18.69
1. Ordinary	30.86
2. Compost	18.69
3. Flush	17.83
4. Cement	12.60
5. Septic tank	1.33

Ordinary sanitary fittings were in use in a majority of the schools, whereas compost latrines and urinals were specially recommended for use in the Basic schools.

Sufficient area of land should be available for a Basic school for organising garden work, agriculture and play. The following figures were supplied by the Director of Public Instruction (Tab. 16).

A majority of 70.42 per cent of the schools had only below an acre of land. Only about 4 per cent of the schools had land for

TABLE 16  
SCHOOLS HAVING PLAY GROUND

Extent in acres	Single Teacher Basic schools	Plural Teacher Basic schools	Total
Nil	5.66	20.17	25.83
Below 1	13.12	57.29	70.42
1 to 2	0.15	3.11	3.26
2 to 3	—	0.38	0.38
3 to 4	—	0.11	0.11

play ground between 1 to 4 acres. The position called for improvement.

TABLE 17  
SCHOOLS HAVING GARDEN

Extent	Single Teacher Basic schools	Plural Teacher Basic schools	Total
No garden available	1.80	14.01	15.81
Below 10 cents	13.44	60.62	74.06
10 cents to 1 acre	0.94	6.63	7.57
Above 1 acre	0.08	0.49	0.56

The following were the data obtained through questionnaire :

TABLE 18  
AVERAGE LAND AVAILABLE FOR VARIOUS  
ACTIVITIES IN BASIC SCHOOL.

Purpose	Average land available
	<i>Acres Sq. yards</i>
School building	0.1246
Play ground	0.1006
Agriculture	1.0040
Gardening	0.666
Flower garden	0.209

From the above tables it could be seen that the Basic schools did not possess more than one acre of land for purposes of play ground, vegetable garden or flower garden, etc. and only a few schools have space for agriculture a little over an acre. Agriculture

and gardening were supposed to be the most important activities of a rural Basic school and it could be seen from the above data that necessary facilities for their practice were not provided. As things stand like this, it might not be very fruitful to judge these activities without taking these serious limitations into consideration.

Apart from the availability of land for play, garden and agriculture, accommodation was required for a number of other activities in Basic schools. The change of system warranted the space in the school buildings to be put to different uses hereafter. The standard plans of buildings specially prepared for Basic schools should make suitable provision for various activities-social gatherings, cultural programmes, exhibitions, students assembly etc. A multipurpose hall might serve this purpose. Since the present conditions were inadequate the special committee urged the Government to look into these problems without further delay. The following table gives an idea of the present conditions :

TABLE 19  
FACILITIES FOR CONDUCTING BASIC EDUCATION  
PROGRAMMES

Purpose	Availability of		
	Separate Space	Sufficient Space	Satisfactory Ventilation
1. Class room teaching	74.3	62.0	100.00
2. Basic crafts	37.4	44.2	60.30
3. Agriculture	29.0	25.1	100.00
4. Fine Arts	9.5	11.3	13.10
5. Cultural activities	32.4	32.4	34.60
5. Store room	34.6	28.5	29.60
7. Assembly	45.2	59.2	65.30
8. Reading room	7.8	17.2	22.90
9. Library	25.7	24.6	27.90
10. Exhibition	13.4	16.7	40.60
11. Museum	11.2	10.1	14.00
12. Hostel	10.6	10.6	12.40

The above table showing the facilities of separate and sufficient space with satisfactory ventilation might also serve as an index of the extent of operation of these activities in the Basic schools, as their progress depended, upon the actual facilities provided. It appears that the facilities for class room teaching were satisfactory when compared to other items. The facilities for Basic crafts and

agriculture need improvement, while the facilities for fine arts and reading (room) were very unsatisfactory.

Hostel facilities were made available for 10.6 per cent of the schools. The statistics collected from the Director of Public Instruction showed that the hostel facilities were provided mostly for the scheduled castes and tribes and backward class children. More hostels (59.38%) were provided for scheduled castes in Senior Basic schools (53.13%) and a total of 2,837 students of all classes were reported to be getting this benefit. No hostels were attached to single teacher schools, while 6.25 per cent of the Junior Basic schools enjoy this benefit of provision of hostels for children of scheduled and backward classes was part of the special programmes of the Government to aid the weaker sections of the community in order to increase the enrolment of their children. Though provision of hostels for Basic schools was not part of Basic education programme, it helped in fostering the spirit of community life and attempts should be made to provide hostels for the children of other communities also purely for the educational and socialisation value involved in it.

#### ADDITIONS AND ALTERATIONS IN SCHOOL BUILDINGS

Since a good number of the school buildings were originally intended for residential purposes (32 to 38 per cent) and many others were acquired to the school, the need to ask whether any additions or alterations were made after conversion of the school into Basic pattern had arisen. Seventy five schools (Andhra 41, Rayalaseema 19 and Telangana 15) reported some additions and alterations. The most important point would be to know how such changes could be effected, as the agreement of the house owner or the trust should be obtained and necessary funds had to be raised for this purpose. Government would not come forward to spend money on private buildings. The techniques reported have been given in Table 20.

It is very interesting to note that the efforts of the students and teachers in effecting the additions or alterations figure supreme, while the community offers building material or in some cases donations. State funds rank fourth in this endeavour and Rayalaseema and Telangana regions seem to have got more funds, while in Andhra region community participation figures most. Community participation in school improvement is a very welcome trend and the government should catch up with this need and exploit the same to the maximum.

**TABLE 20**  
**AGENCIES RESPONSIBLE FOR ADDITIONS AND**  
**ALTERATIONS EFFECTED IN THE SCHOOL BUILDINGS**  
**AFTER THEIR CONVERSION**

Source of help		Per cent
1.	State funds	25.28
2.	Community participation	
	a) Donation	20.71
	b) Offer of building material	3.1
	c) Shramadan (Voluntary labour)	1.18
3.	School community participation (Teachers and student)	
	a) Collection of donation	5.6
	b) Shramadan	3.91

The educational Officers reported certain other measures adopted to get suitable buildings for the schools. Some of them (27%) tried to induce philanthropic spirit among the community members through propaganda organised through the Parent Teacher Associations and individual contacts with elders to get either free accommodation, furniture, land, or contributions for the additions and alterations. A few of them (11%) regretted the unhygienic atmosphere of the huts or chavidis or rented sheds and tried to help erection of some buildings and compound walls for garden or tried to alienate 'Banjaras' or 'Perambokes' for construction of buildings. Only nine per cent of the inspectors reported that construction of buildings was going on according to a phased programme by the local bodies utilising the matching grants under the community Development programme, (50% Government - 50% Local Community)

Eighteen per cent of the Educational Officers said that the Government should make full and liberal grants for the construction of school buildings, without depending on the Community participation. Five per cent of them opined that the Government should delagate powers to the concerned officers to acquire the available good buildings for schools, by paying a nominal compensation, if possible, in places where the community had not participated in providing physical amenities for schooling of its children. Only three per cent of the Educational Officers said that public should be encouraged to provide land and buildings for the school.

If the Government or the local bodies float a public loan for the construction, just as they do for defence effort all schools could be provided with buildings. The teachers should be given loans against their Provident Fund Account or under House building co-operative credit scheme, for construction of teachers quarters. Or the Government could construct the quarters along with the school buildings in the aforesaid manner and charge some nominal rent from the teachers to pay off the loan in course of time.

However, the size and structure of the school building does not matter much. What matters to the community is the organisation and other services school develops. This aspect is dealt in the next chapter.

## CHAPTER V

### *School Organisation and Library Services*

**T**HE Government insisted that the following requirements were fulfilled before according recognition to a Basic School :

1. Suitable building, play ground, land for agriculture and gardening and uninterrupted water supply.
2. Community activities and craft training.
3. Regular supply of required raw material and craft equipment.
4. Fixation and fulfillment of targets in curricular and co-curricular life of the school.
5. Maintenance of prescribed records by teachers and students.
6. Periodical valuation and disposal of craft products,
7. Basic trained staff,
8. Firm faith in the new system on the part of both the management and the teaching staff.

Though all the above conditions were essential one or two difficult requirements were relaxed initially in the case of private aided schools. But in the case of Government schools, these conditions did not apply in the beginning or afterwards.<sup>1</sup>

The Study Group constituted by the All India Nat Talim conference at Pachmarhi (August 1961) laid down certain minimum criteria for a Basic school. The following were the five minimum requisites to be fulfilled by a school before it was called a Basic school :—

1. Safai (Personal & environmental and Health activities)
2. Productive craft and its utilisation as one of the media of instruction.
3. Organisation of the school as a productive, co-operative community ba on democratic processes of student

<sup>1</sup> Subba Rao, C. S. *Basic Education in Practice*. Secunderabad, Ajanta Publications 158, P. 53 and 64.

self-government under the guidance of the teachers. The cultural and recreational programmes of the community should also be used to develop wholesome personality of the child.

4. School activities should be linked with neighbourhood creating and increasing learning situations and offering for service.
5. The majority of teachers at least should be basic trained.<sup>2</sup>

In this chapter an attempt will be made to examine how far some of the above practices and others mentioned in earlier chapters were organised in the Basic Schools of Andhra Pradesh.

### MEDICAL EXAMINATION OF STUDENTS

Organisation of clean and healthy living is a very important programme of Basic schools. Periodic medical inspection of students will give an idea of the healthy living of the student community. But medical inspection was reported only from Hyderabad, Mahaboobnagar, Nalgonda, Medak, Nizamabad and Karimnagar districts in the Telangana region. Single teacher schools were not touched by this programme, while only fifteen Junior Basic and six Senior Basic Schools were getting this benefit. For a couple of Junior Basic Schools full time medical officers and for thirteen Junior Basic and six Senior Basic schools there were part time medical officers in attendance. During 1962-1963, only about 5000 students got the benefit of medical check up out of whom 222 students got a chance of second round.

According to these figures supplied by the Director of Public Instruction, it is evident that the Andhra and Rayalaseema areas of the state were not covered by this programme and in the above mentioned six districts of Telangana region also all the schools and all the students did not get the benefit. This position needs improvement and it is not difficult for the Government to requisition the services of the local medical officers or health visitors appointed under the Community Development scheme, in such a way as every student comes under the constant medical care of the nearest health centre.

### DURATION OF THE COURSE

In Andhra Pradesh, the span of elementary education used to be eight years consisting of five years in a primary school (Junior Basic)

2 Second meeting of the Study Group, Gandhigram, 8th to 10th May 1954  
All India Nat'l Talim Conference, Varanasi-1 Minutes of the meeting  
Pp 2 and 3



and three years in a middle school (Senior Basic). But according to a gazette notification of 2nd June 1960, the Government decided to have an integrated course of seven years of elementary education and the curriculum thus announced was made valid for all types of institutions in the State—Primary, Middle, Basic or Higher elementary. It means that there was a cut by one year in the span of elementary education, while the higher secondary education will be for a period of four years. Originally Basic Education was intended for the age group 7 to 14 and later the Hindustani Talim Sangh and Government of India on the recommendation of the second Kher Committee agreed to raise the duration from seven to eight years. The constitution of India recommended universal, free and compulsory education for all children under 14 years of age, according to the clause 45 under the directive principles of state policy. In case the span of elementary education is fixed at seven years corresponding to compulsory education the admission age should be 7 plus. But the practice in Andhra Pradesh was to send the children to school between five and six years of age. Hence the age of admission has to be fixed as six years and children should be admitted even at five plus, as per the recommendation of the second Kher Committee and the Special Committee for Basic Education.<sup>3</sup> This will ensure an integrated course of complete Basic Education of eight years which will be self contained, self sufficient and will provide smooth transition from the Elementary to the Secondary stage of education, as during the eight years the student will be well trained to take up the specializations involved in elective system at the secondary stage.

In case Andhra followed a scheme of integrated elementary education of eight years (not seven years) it will also end the dichotomy of Basic and non-Basic Education in the State. Then the problem of dovetailing Basic Elementary education with higher education will be satisfactorily solved. At present there is a feeling that Basic Schools emphasise more of practical experience, while traditional schools emphasise more on book learning. This imbalance was causing some adjustment problems at the secondary stage of education which would also be solved in the revision of the scheme as suggested above. The above suggested revision was all the more urgent because 46.52 percent of schools stated that their students were not straightaway admitted in other schools without testing them.

About 44 to 50 percent of the schools reported that their

3 Report of the Committee appointed by the Central Advisory Board of Education, 1939-1943, P. 9 and Report of the Special committee for Basic Education, Andhra Pradesh, Opp. Cit. P. 62.

methods and standards were not accepted by other schools, even though the former were also established and recognised under law. It only showed that there was a feeling among some administrators and teachers that Basic School courses were not made suitable for preparation of the students for taking higher courses. Basic School leavers might be excelling the traditional school students in certain ways, in which they were not tested. So, there was an urgent need for bringing about integration between the traditional and Basic and the higher education in the state. The above suggested device of eight year integrated course might solve this problem also. Then the parents will have greater faith and confidence in Basic education. The dignity of the Basic school will be maintained when its products are getting recognition when they join other institutions for higher studies. The same discussion holds good in integrating the post-basic stage with higher education.

### ANNUAL PLAN OF BASIC SCHOOLS

During the on-the-spot studies of some Basic schools an attempt was made to look into their annual plans. It was a common sight that every Basic school hanged in every class room a board showing the syllabus and text book divisions spread over the months during the academic year in a bi-dimensional table. They also give the activities along with the content topics. This they call annual plan.

Information was sought from the Educational officers about their role in helping the Basic schools to plan the year's work. Eighteen per cent of them stated that the syllabus was divided for the whole year and apart from that no plans were asked for by the superior offices and so nothing more was done in this respect. Moreover the teachers were not taught to prepare any such plans at the Basic Training Schools and hence the teachers had no idea of the same. The Department of Education also did not circulate any model annual plan for the Basic schools, as the teachers were not so efficient as to evolve one by themselves. Eleven per cent of the Educational Officers were of the opinion that it was not difficult to prepare plans, but the problem was to implement the same by providing enough funds and adequate supply of equipment. According to the opinion of six per cent of them, interest, unity and co-ordination were lacking among teachers and proper guidance was not given to them both for planning and implementation. Four per cent of the Educational Officers stated that they were otherwise busy with office work and could not spare time, and the District Educational Officers did the necessary planning with the help of the

Deputy Inspectors of Schools. It means the plan goes down to the schools from above. However the following data were collected from the Schools to know how the school programmes were decided.

TABLE 21  
MANNER OF DECIDING SCHOOL PROGRAMMIS

Pattern of decision	Per cent
1. Decided in the staff meetings conducted every	
a) Week	20.87
b) Fortnight	8.26
c) Month	27.39
2. Headmasters decide the programmes	53.48
3. Plan decided with the co-operation of the students	21.74
4. Programmes are decided and suggested by the following :	
a) State Government	26.52
b) Education Secretary	18.26
c) Director of Public Instruction	30.43
d) Deputy Director of Public Instruction	20.43
e) District Educational Officer	35.22
f) Basic Edu. Officer	22.17
g) Basic Training School	10.00
h) Zilla Parishad	10.00
i) Panchayat Samithi	21.30
5. Programmes are decided in consultation with the local people	5.65
6. With a view to face the situations as they arise no pre-planning is done	30.43

The above table reveals very interesting facts. There is a seeming overlapping in the responses of the Basic School headmasters. It can be interpreted that the schools do not follow a single method to decide their programmes, and since most of the schools checked more than one item the overlapping is evident. Moreover there seems to be no clear cut concept of a "School Plan" and so different headmasters meant different things and checked the items ranging from the school staff to the state cabinet. In a

majority of the cases 53.48% the plan was decided by the Headmasters. Very few headmasters consult the local people (5.65%) in finalising their plans. In Telangana region monthly staff meeting (74.42%) was the technique adopted and only 4.65% of the schools consult local community. In the 1956-1957 survey in Telangana it was revealed that a majority of the Headmasters (53.28%) stated that the plan was given by the Education Department, and only 7.32 per cent of the schools consulted the local population.<sup>4</sup> So, it is inferred that in Telangana decision taking was more democratised, unlike in the Andhra and Rayalaseema regions where the Headmasters themselves take the decisions merely consulting the local community. The above data bears sufficient testimony to the fact that a number of suggestions were given right from the Government down to the Panchayat Samithi which were discussed at School level and final decisions were taken by the Headmasters. It is desirable to finalise the detailed plans by the Headmasters after taking the staff, students and local community into confidence through consultations and discussions.

A number of suggestions were made by Educational Officers for the improvement of the school plans. One to three per cent of them stated that inspite of their advice and guidance given to school in the conferences and the efforts of the teachers to do their best, only an apology of a plan was presented by most of them at the time of inspection. So they gave up all attempts to bother about a plan for the school. In fact 30.43 per cent of the schools stated that no plans were contemplated with a view to face the situations as and when they arise. But an Inspector said that it was certainly not good practice and a clear policy about this should be evolved at state level.

It was suggested by some (8%) Educational Officers that planning of school programmes should be taught to teachers in both pre-service and in service courses at the Basic Training Schools. In the teachers seminars or conferences of inservice nature it is possible to discuss the latest trends of school organisation and also the experiences of individual schools in the area. Three per cent of the Educational Officers state that the curriculum itself should make a number of suggestions to plan the smallest units of lessons based on correlation with all centres. Four per cent of the Inspectors said that measures must be taken for effective implementation of the planned programmes by appointing efficient staff and equipping the schools fully.

4 Basic Education in Practice, Op Cit P. 77.

An attempt might be made by the Inspectors to persuade the Headmasters to study the various suggestions received from higher offices in the staff meetings and consult the students and staff before finalising a programme. When once a decision is thus taken all efforts should be made to implement the programme successfully.

### DIFFICULTIES IN THE IMPLEMENTATION OF PROGRAMMES IN THE SINGLE TEACHER SCHOOLS

However best the planning might be, there is a difference in the implementation of the programmes in the single teacher and plural teacher schools. Single teacher schools were not converted into Basic pattern in Telangana. The single teacher schools sampled from the remaining two regions supplied the data. A good number (20.42%) of them said that it was difficult to organise craft work and correlated teaching realising the targets of production and covering the syllabus for all the five classes single handed. This will result in under achievement of children. Some schools (15.63%) said that the attention of the teacher was diverted due to inadequate accommodation, play ground, space for gardening, craft equipment and indiscipline and poverty of the students. In addition to this the teacher had a very heavy schedule of work like maintenance of office records and writing teaching and other notes.

Some of the teachers (12.60%) said that they did not get any special training to handle multiple classes in schools, following a definite plan and time schedule. It was difficult to ensure full attendance in such schools and when the teachers took leave the schools were closed (2.17%). There was no public co-operation (2.17%) due to caste and communal feelings and untouchability.

Single teacher schools are started in places where the enrolment was not sufficient for more than one teacher, according to the approved pupil-teacher ratio (40:1). In case the strength of the school touches about eighty students another teacher will be provided. A number of such schools were started with a single teacher in less populated areas in order to provide the same within the walking distance from the child's house.

Granting Basic education has to go to all the Elementary Schools in the country, these single teacher schools, which can not be upgraded due to non-availability of strength, cannot be ignored. The difficulties expressed by the teachers as discussed above appear to be common with any other single teacher school and in the case of Basic Schools managed by single teachers the complaint was that it was difficult to organise craft work and correlation and to realise the targets of curriculum and production.

If the craft centred education and correlated technique of teaching were adopted by the teacher sincerely he would get ample time to give individual attention, as the children will be busy in their productive work and knowledge is imparted to them when learning occasions arise during the course of activities in the school. The Basic Training Schools should include special topics and practical work relating to management of single teacher schools, in their curricula.

### SHIFT SYSTEM AND BASIC SYSTEM

Single teacher schools come into being due to less enrolment, while shift schools exist because of more enrolment and less accommodation, on the other extreme. The shift was not ideal. It should be resorted to instead of not having any education for children<sup>5</sup>. According to Dr. M. Chennareddy the shift system was introduced in classes one and two and it worked satisfactorily. So, it was proposed to extend the same upto class five, to save funds.<sup>6</sup> The State Council of the Andhra Pradesh State Teachers Union at its meeting held on April 27, 1963 at Hyderabad urged the Government to abandon the idea of double shift system in schools and to appoint 5,000 additional teachers the next year, as proposed originally in the third year of the third plan.<sup>7</sup>

Dr. M. Chenna Reddy, Minister for Planning and Panchayat Raj explained on the floor of the Legislative Council that some schools would work on double shift from 7 to 11 A.M. and 1 to 5 P.M. with the same set of teachers in the morning and afternoon in order to meet the demand of primary education in the absence of more funds for appointing additional teachers required. But it was reported that Shri P. V. G. Raju Minister for Education told in the lower house that different teachers would work in the different shifts. Dr. Chenna Reddy disposed off this idea as incorrect understanding of the Education Minister by the members. In the shift schools the work load of the teachers would increase and the total school time for the students would be reduced, by one hour each.<sup>8</sup>

The double shift was opposed by the teachers on the grounds of heavy work load and monotony, Parents opposed the same as their children got less schooling. Educationists opposed this

5 Dr. Shrimali, K. L. Interview to the Hindu at Madras given on 7th April 1959 and published in *the Hindu* 8th April 1959

6 *The Deccan Chronicle*, 24th March 1964.

7. *The Deccan Chronicle*, 29th April 1963.

8 Questions in the Legislative Council *Madhavi* III-V and VI, May and June 1963 (combined) pp 30 to 33

because it might condense or reduce the curriculum. The influence of shift system on Basic education was very insignificant as only 4.77% of the shift schools reported that due to reduction of time community activities, craft work and class room teaching suffered. They cannot adopt the Basic methods and resort to direct class room teaching to cover the syllabus within school year. About two percent of the teachers mentioned that school timings might not be suitable to the village children, who might become irregular and unpunctual, teachers would be asked to teach the same subjects in the afternoon and they feel more tired due to increase in the length of school time. As the quality of Basic education would be diluted the parents belief in this system would be shattered.

Double shift system is adopted by any Education Department only as a last resort, in the absence of sufficient funds to meet the demand of elementary education. In case the teachers are paid additional remuneration for each shift class taken they can be satisfied. The parents should be educated on the need to adopt shift system as an emergency measure. There will not be appreciable difference in the educational standards of the shift school children and children of other schools, as standards do not depend on the length of school time but on the quality of education. Moreover small children in the Junior Basic grades need not be kept in the formal school for more than 3 to 4 hours. In case the children are left free they will be more helpful to their parents in their occupations or will help them at home, and thus gain rich experience from the family and society, which are also considered to be agencies of education.

### CLASS TEACHER VS. SUBJECT TEACHER SYSTEM

In the Andhra and Rayalaseema regions class teacher and in Telangana subject teacher systems were found to be popular. Both the systems have their relative importance and an attempt was made to find out the opinion of the teachers and Educational Officers on the relative usefulness of both these systems.

TABLE 22  
PREFERENCE OF TEACHING FOLLOWED BY SCHOOLS

Region	Class teacher system	Subject teacher system	Mixed system
Coastal Andhra	62.41	17.29	20.30
Rayalaseema	57.41	22.22	20.37
Telangana	2.32	73.03	24.65
Total	53.51	32.63	23.86

Even though more than half of the schools (53.51%) in the state were following the class teacher system, this appears to be more popular the coastal Andhra and the Rayalaseema regions (62.41% and 57.41%) while in Telangana the subject teacher system appears to be pre-dominant (73.03%). About twenty five per cent of the schools were trying the mixed system in which some classes were kept under class teacher and some others under mixed system. Usually the classes I to V were following the class teacher system, while the classes VI to VIII adopted the subject teacher system.

In classes where class teacher system was followed fifty eight to sixty five per cent of the schools in the different regions divide the time into periods and give bells at the end of each period indicating the change of subject according to the rigidity of the time table, and this trend was more predominant in the Andhra region.

Thirty seven to fifty two per cent of the schools gave freedom to the teacher to utilise his time according to his plan of class work to give maximum benefit to the pupils. This trend was found to be predominant in the Rayalaseema area.

In case the teacher is given the freedom to organise his work, in the absence of the pressure of the daily time-table and bells at the end of each period, he can cater to the individual differences, interest and mood of the class and can establish relationships among the items of syllabus under different courses. If this technique is not followed adoption of class teacher system would be purposeless. The teachers may be given in-service training in planning and organising their work in this respect

The Educational Officers were asked to comment on the suitability of either class teacher or the subject teacher systems for running Basic schools. Fifty one per cent of them recommended class teacher system, twenty three per cent subject teacher system and twenty six percent mixed system. The majority of them were for adoption of class teacher system as it affords opportunity for the teacher to take full responsibility of the class to understand the psychology and aptitude of the pupils through close contact, (20%) it provides opportunity to the class teacher to organise the craft work, activities and correlated teaching and at the same time to cover the prescribed syllabus (17%) and it might even afford opportunity for the teacher to get in touch with the parents, in case the class strength is twenty. One officer mentioned that the class teacher system resulted in boredom, strain and killing of aptitude for effective teaching. Thirteen per cent of the Educational Officers said that subject teacher system would help to keep both teachers and students fresh. Teachers would concentrate on one subject and prove to be



more effective in the same. However, two per cent of the inspectors said that subject teacher system would result in breaks in the unity of knowledge and continuity in teaching; without allowing the teacher to take advantage of the interrelatedness of different subjects. Combination of both the class teacher (up to V class) and subject teacher (VI to VIII) preferred by some but it was felt to be difficult to adopt on administrative grounds (3%) as more teachers would be required and full utilisation of the specialisations of the teachers was not possible.

### SCHOOL TIMINGS

In the Andhra and Rayalaseema regions the practice was to start the school between 7 and 8 a. m. and close the morning session between 10 and 11 a. m. while in Telangana the practice was to hold the session from 10 a. m. to 1 p. m. There was not much difference in the after-noon timings which were generally from 2 to 4 p.m. and sometimes upto 5 p. m. In the Andhra and Rayalaseema system the students and teachers got a large after-noon interval, while in the Telangana system the interval would be only for about an hour.

A long after-noon interval would give sufficient time for midday meal, cleaning up, after-noon rest, informal individual contacts between the teachers and the students and adequate student and teacher preparation for the after-noon work. Moreover starting the schools in the cool weather early in the morning is healthy and it induces the habit of early rising in the school children.

Different schools have different number of periods of work ranging from 6 to 8, distributed 4 periods each in the morning and after-noon sessions. Usually morning periods last for 45 minutes, while the after-noon periods for 40 minutes.

### HOME ASSIGNMENTS

Apart from the instruction in the school the students were kept busy at home through home assignments. Students worked for about four hours per week doing Telugu language assignments. The most frequent was transcription (23.48%) Other assignments under language were essay writing (12.17%) reading passages (7.83%) grammar (6.09%) and about five per cent of the schools reported copying, diary writing, answering questions, recitation, letter writing vocabulary drill etc.

About one to five hours per week was spent by students at home in doing assignments in Arithmetic consisting of working model sums (50.87%) and in about two per cent of the schools memorisation of multiplication tables and Geometry.

About one to three hours per week students did assignments in General Science answering questions (17.83%) and about four per cent of the schools reported collection of seeds, flowers, leaves and feathers, preparation of models, drawing figures and recording observations of nature study.

Again about one to three hours per week were spent in answering Social Studies questions (19.57%) map reading and map drawing (10%) and album making (6.52%).

About thirty minutes to one and half hour per week the students spent answering questions (7.83%) and in one to four per cent of the schools in reading Hindi language.

One to two hours thirty minutes per week was spent in answering questions in English (6.09%) hand writing (4.78%) transcription and grammar (2.61%) and composition (1.30%).

From half an hour to two hours were spent for various Arts and Crafts assignments. They were cleaning cotton, silvering and spinning (9.99%), drawing objects (3.48%) and about one per cent of the Schools reported knitting, toy making, and mat weaving. Students also spent some time in preparing for dramatics, clay modelling, doll making, games and sports.

The total time spent by an average student doing home assignments was about twenty hours a week and more than three hours a day on an average. The maximum time was spent for the assignments in Arithmetic, followed by Telugu language. Equal time was given for both the General Science and Social Studies. English Hindi and crafts occupied the third place. The most frequently occurring type of assignment was writing answers for questions. The schools should try to give more work relating to Arts and Crafts for home assignment. But the nature and amount of the home assignments depend upon the purposes for which they were set. So, an attempt was made to know the general purposes of these home assignment.

#### **Purposes of Home Assignments :**

On an analysis of the general purposes of home assignments, it was observed that 63.45 per cent of the schools aimed at creating the ability in the students to locate their mistakes and to develop ability to give right answers to the questions. The development of abilities like patience, concentration, toleration, memory, imagination, critical thinking, right use of senses, quickness/good habits and responsible behaviour were aimed at in giving home assignments. Growth in knowledge, and development of general interest in education, to excell other students in the class was aimed

at by 26.77% of the schools. Some schools (21%) aimed at social factors like changing the attitudes of parents through the social behaviour of the child by developing in him active qualities like respecting elders, religion and God, patriotism, cooperation, discipline, orderliness, cleanliness, punctuality and regularity. Only 18.86 per cent of the schools aimed at worthy use of leisure time, through encouragement of craft work and physical development activities. Only 3.91 per cent of the schools reported that their aim in giving home assignments was to reduce the burden of the teachers by developing in the students qualities of self-reliance and self-improvement.

When an examination of the purposes of home assignments specific to school subjects was made, it was revealed that skills in language dominated. Handwriting, essay and maintenance of diary (37.82%), quick reading (36.9%) and correct use of language and pronunciation (5.22%) were the purposes specifically under language. Mathematical ability and quick and correct solution of sums (10.37%) figured next. In General Science, ability to record from the observational study of nature and collections of curios (2.17%) and drawing skills (2.17%) came last.

It is a matter for gratification that 63.45 and 21 per cents of the schools aimed at general skills and social factors, as against 26.77 per cent of the schools aiming at the knowledge aspect. It is also correct that under knowledge aspect language and arithmetic, being the tool subjects were given more emphasis for home work at the Primary stage. As suggested earlier the nature of home assignments should be made more and more functional, useful, practical and pleasureable.

### LIBRARY SERVICES

Home assignments programme will be successful to the extent library facilities are provided and the same are utilised. The following is the data (1962-63) collected from the office of the Director of Public Instructions with regard to the position of school libraries.

Only 34 per cent Junior Basic schools and 88 per cent Senior Basic schools had school libraries worth mentioning. It shows that sufficient care was not taken to build libraries in the Junior Basic schools including single teacher schools. On an average the number of volumes worked out to 135 and 116 per Junior and Senior Basic schools respectively. It is strange to have less number of volumes in Senior Basic schools than in the Junior Basic schools. Perhaps the Junior Basic schools included the textbooks supplied to the poor students, in their figures. In both cases the number of issues recorded was less than the number of volumes. From this it is clear

that all the volumes in the libraries were never issued completely. This inference is possible as the schools do not usually keep multiple copies of the same title, due to financial stringency. The number of libraries thrown open to public (25) was very negligible and wherever the libraries were open to public they were used to a considerable extent. More number of school libraries should be thrown open to public, so that the school could be used as a community centre and school community concord could be increased.

The quality of the school libraries could be assessed by ascertaining the average number of volumes acquired under each subject, as follows :

**TABLE 23**  
**SUBJECT-WISE CLASSIFICATION OF VOLUMES ON**  
**AN AVERAGE PER SCHOOL**

Subject	Number of volumes for		Total
	Teachers	Pupils	
1. Education	6	34	40
2. Basic education	4	6	10
3. Social education	7	10	17
4. Social studies	5	12	17
5. General Science	4	13	17
6. Arithmetic	6	10	16
7. Puranas (epics)	8	23	31
8. Telugu	6	26	32
9. English	4	6	10
10. Hindi	0	10	10
11. Urdu	4	0	4
12. Arts and Crafts	2	7	9
Total	56	157	213

There is a difference of 38 volumes on an average per school between the statistics collected from the Director of Public Instruction (J. B. S. 135 plus S. B. S. 116 equal to 251) and the average number of volumes calculated from the data collected through the survey questionnaire (total 213)

From the above table it was clear that more number (2) of books were intended for the use of pupils and books in Telugu language and epics dominated the list (32 plus 31). Almost equal number of books (17) exist in Social education, Social studies, General Science and Arithmetic. It is not known how about fifty books on Education, Basic education and Social education were classified under pupil category by the respondents. Perhaps they

were books written for children according to the particular systems of education mentioned. The books on Basic education take a minor place (10) and this position should improve. The books on English, Hindi, Urdu and Arts and Crafts were very few (between 4 and 10).

### Collateral Reading :

Library services could be best utilised when there is a programme of collateral reading organised by the schools. The following was the position of such reading programme in Andhra Pradesh :

TABLE 24  
PATTERN OF COLLATERAL READING IN SCHOOLS

Pattern of organisation of collateral reading	Total
1. Under direct supervision of teachers	37.22
2. Under supervision of class monitor.	11.13
3. Students encouraged to do collateral reading, though not supervised	28.78
4. Not organised	22.87

In all the three regions except in Rayalaseema the collateral reading was organised under the direct supervision of the teachers, whereas in Rayalaseema the majority (36.70%) of the schools only encouraged the students to do collateral reading and the same was not supervised. Reading programme under the supervision of monitors was only a last resort (11.13%) while some of the schools (28.78%) encourage the students to read without any kind of supervision. About 14 to 25 per cent of the schools do not organise any pattern of such reading programme to utilise the libraries and so it is desirable to formulate an effective policy of encouraging the schools to organise extra-reading programmes by showing some incentives both to students and teachers.

An attempt was made to examine what types of books were taken by the pupils of different classes from the school libraries in connection with their collateral reading programme, in order to find out their interests and how far they were useful and connected to their curricular and class room programmes (Table 25).

The first grade students took more of picture albums, (26.52%) second and third grade pupils liked books on children's songs, in twenty four to thirty five per cents of schools. In the fourth and

TABLE 25  
TYPES OF BOOKS READ BY THE STUDENTS

Details of books borrowed from the library.	Class-wise responses of school								%
	1	2	3	4	5	6	7	8	
1. Children's magazines.	5.22	5.22	17.39	30.43	36.96	8.70	7.83	8.26	
2. Picture albums	26.52	22.61	32.61	33.04	31.74	7.39	6.52	6.09	
3. Children's songs	18.26	24.78	34.35	45.65	46.52	10.87	8.70	8.26	
4. Poems books	6.52	11.74	31.74	45.22	47.39	10.43	9.57	9.57	
5. Fiction	10.87	11.74	25.22	35.65	38.24	10.00	8.70	9.13	
6. Biography and autobiography.	3.04	3.04	11.48	28.70	39.13	11.74	13.04	12.61	
7. Children's books relating to Science	1.74	3.04	8.26	16.96	26.96	16.96	9.57	10.00	

fifth grades in a majority of the cases (45 to 48 per cent) the books on songs continued and books on poems also equally figured. Ten to seventeen per cent of the schools reported that students in sixth grade took more books on songs, poems, fiction, biography and mostly Science. In the seventh and eight grades the interest in biography or auto-biography continued in about twelve to fourteen per cent of the schools. In most cases it was found that more reading was reported in the fifth grade, the final class of the Junior Basic school and in some cases it was seen that the quantum of reading fell class after class in the Senior Basic grades. This might be due to the heavy curricular and craft programmes in the higher grades. Maximum reading of books on songs and poems was reported in the third, fourth and fifth grades.

Mere reading of books was not sufficient, unless the children made some notes, in some form or other and their reading tested in some way or other by the school. In Rayalaseema and Telangana (18.52 and 18.60 per cent respectively) schools insisted on students making some notes after utilising the libraries for collateral reading while coastal Andhra lagged behind in this respect (02%), the over all state percentage being 13.4. The following methods were adopted to encourage students to make some kind of notes of their reading (Table 26).

The over all picture of notes centred round the essays, summaries and meanings of difficult terms (10 to 13 per cent) especially in grades fourth and fifth, while the notes made by the first and second grade students was negligible as it was reported by less than

**TABLE 26**  
**PATTERN OF NOTES MADE BY STUDENTS FROM**  
**READING OF LIBRARY BOOKS**

Pattern of notes	Grades							
	1	2	3	4	5	6	7	8
1. Book reviews	43	.43	43	1.30	1.74	-	1.74	
2. Essays		.43	4.78	11.74	12.61	2.61	1.74	1.74
3. Epitomy	43	43	2.17	3.91	5.65	2.17		1.74
4. Outlines				2.61	2.61		3.01	
5. Summaries	87	.7	3.48	10.87	10.87	2.61	2.17	3.01
6. Meanings of difficult terms	.87	2.17	6.96	10.43	11.30	2.17		2.17

one per cent of schools. Other types of notes were reported by very less percentage of schools and hence they were insignificant and can not be expected more from the students of Elementary schools than writing the meanings for difficult words, summaries of their readings and essays based on them.

The quantity and quality of extra reading of the students depended upon the organisational tone of the school and funds provided to add useful books needed by the schools. It was shown that the annual budget of the school for the library ranged from seven to hundred and fifty rupees. Very few Senior Basic schools got the maximum grants above Rs. 100- while many schools did not get more than Rs. 20-. Even in the Senior Basic schools a qualified librarian was not provided to guide the students and one of the teachers was entrusted with this responsibility. Only 7.8 per cent of the schools had separate space for reading room, sufficient for only 17.2 per cent of their students and ventilation satisfactory in 22.9 per cent of the schools having the reading rooms. Careful selection of the books was not made for purchase with the meagre funds they have, as the choice was not usually based on proper assessment of children's needs, but left to the subjective opinion of the teacher. Children's journals or magazines were not ordered for schools, due to paucity of funds. It appears that the schools did not adequately use the local board or Local Library Authority libraries.

### WORKING DAYS AND VACATIONS

The library services could be best utilised by the students in case the students got sufficient leisure time during the working days, week-end, other holidays and terminal vacations. An attempt was

made to find out the position of working days and holidays for the schools in the past and at present in Andhra Pradesh.

### Old Practices :

Before 10th June 1964, the schools in Andhra Pradesh used to work for 200 days following the holidays and vacations as detailed below :

### SCHOOL CALENDER

	<i>Days</i>
First terminal vacation	22
Winter vacation	11
Summer vacation	45
Sundays	40
Half Saturdays	20
Other Public Holidays	27
Working days	200
Total	365

The schools worked for only 55 per cent of the days in a year which came to 6 months and 20 days. The rest of the year the scholars enjoyed their holidays and perhaps wasted their time. These holidays also resulted in a break in school work. The vacations and holidays were given exactly when the presence of the students and teachers was required in the schools for attending to the agricultural and garden work or the celebration of the national and religious festivals. It was necessary for any Basic school worth the name to celebrate the following festivals, without taking a holiday.

- |   |  |
|---|--|
| 1. 1st January New Year's Day,          | 14. Independence Day on                        |
| 2. Vaikunta Ekadasi,                    | 15th August,                                   |
| 3. Makara Sankranti and Bhogi festival, | 15. Sri Jayanti,                               |
| 4. Republic Day on January 26th,        | 16. Vinayaka Chaturthi,                        |
| 5. Maha Sivarathri,                     | 17. Mahalaya Amavasya,                         |
| 6. Holi,                                | 18. Durga Astami,                              |
| 7. Shab-e-Barath,                       | 19. Maharanavami,                              |
| 8. Telugu New Year's Day,               | 20. Vijaya Dasami,                             |
| 9. Sri Rama Navami,                     | 21. Saraswathi Puja,                           |
| 10. Ramzan,                             | 22. Mahatma Gandhi's birth day on 2nd October, |
| 11. Bakrid,                             | 23. Meladi Nabi,                               |
| 12. Muharram,                           | 24. Dipavali,                                  |
| 13. Sravana Purnima,                    | 25. Christmas.                                 |



Out of twenty seven public holidays twenty five festival days were very important for Basic education when the students were not expected to take a holiday, as they are expected to understand the significance of the festivals essentially as a part of their studies. The teachers conveniently escaped the moral duty of celebrating these festivals in the schools as they were not officially forced to observe the same due to this unsuitable system of public holidays unwisely applied to Basic schools and Basic Training schools.

Perhaps the long term vacations were given to suit the pupils to help parents during the agricultural seasons, or to enable the pupils to enjoy the festivals at home. But the pupils in Basic schools were required to undergo the practical training in the agricultural or gardening work and they were expected to celebrate the festivals at the schools during these holidays for deriving their educational value. So, there was no justification for the Government to allow such unsuitable vacations and holidays, which interfere with the social education of the children.

#### Revised Working Days and Vacations

After the 10th June 1964, there was a change in the number of working days and vacations of schools in Andhra Pradesh. The Director of Public Instruction, Hyderabad stated that in pursuance of the recommendation made by the Central Advisory Board of Education in its 30th Meeting held at Pachmarhi on 6th and 7th May 1963, the Government directed that with effect from the school year 1964-65 the minimum number of working days in all the schools should be 220 in a year with a minimum of 1,200 hours for instructional work. With the issue of Government Order in 1964 the working days and school hours were increased from 200 to 220 per year and 5 hours to 5½ hours per day respectively. Consequently the duration of each period had to be increased from 45 minutes to 50 minutes the morning session and 40 to 50 minutes in the after-noon session respectively and the school had to work till 4-30 p.m. instead of 4 p.m. every day. The system of working for half day on Saturdays was given up and Saturdays became full working days.

The public holidays came down to ten. This also resulted in the reduction of terminal vacations to about two weeks and summer vacation to 45 days. The total number of days for all the three terminal vacations did not exceed 60. The teachers enjoy 12 dyas casual leaves, but it did not affect school work.

This rise in the number of school hours and working days roused a big opposition from the teachers and teachers organisations.

The grounds of opposition were that the teachers would feel tired due to working long hours and more number of days and this increase would not result in significant growth in the child. Both the teachers and students required more time for physical exercise, games and recreation \*

While things stand like this Dr. Zakir Hussain Committee recommended in 1937 that the school is expected to work for 288 days in a year and on average of 24 days in a month<sup>10</sup>. From 200 to 288 might be a very big jump, when there was an agitation for a small increase of 20 more working days. A committee on educational reforms in Mysore recommended that the number of working days in Primary schools be raised from 200 to 250.<sup>11</sup> In case this is accepted as the via media the number of holidays including Sundays, half-Saturdays, vacations etc. will come to 116 only. The traditional school examinations took a lot of time but in the case of Basic schools examinations are built into the method of teaching, as the teachers are expected to prepare cumulative records assessing the progress of the students individually minute by minute. The time thus saved will be usefully spent by Basic institutions in educational excursions and celebration of community festivals. Usually the institutions do not begin the work exactly from the re-opening day, as much time was wasted in drawing the time-tables, in writing the syllabus boards, in adjusting the furniture, in dictating to students the lists of books and in their purchase. All these arrangements should be made by the head of the institution before the actual re-opening of the schools and it must be insisted that the school work should start from the date of re-opening, as the staff is also reshuffled and made to report at their new places before the re-opening of the schools. After consulting many Basic teachers the present writer desires to recommend the following ideal calendar for the Basic schools (Table 27) :

Public holidays which happen to be festival days should be cut down, and to compensate the same the casual leave of the teachers could be increased from 12 to 20 days in a year. Even then more than ten days will be at the disposal of the school for declaring

9 Shri Mutha Reddy, G 'Increase in the School Hours and Teachers Agitation' *Medham* V-VIII August 1964. PP. 19-22

Shri Vedantachary, N, a letter to the Editor, *Medham*, V-XI, November 1964. PP 29 and 30.

10. Dr Zakir Hussain Committee Report, *Educational Reconstruction*, Sevagram' Hindustani Talimi Sangh, 1950 P 119.

11. *The Report of the Committee for Educational Refom, in Mysore*, Mysore Govt. of Mysore, 1953 P 284.

TABLE 27  
IDEAL CALENDAR FOR BASIC SCHOOLS

1st June to 30th August	First term
1st September to 15th September	Terminal vacation
16th September to 2nd January	Second term
January 3rd to January 18th	Terminal vacation
January 19th to April 30th	Third term
1st to 30th May	Summer vacation

public holidays other than festival days of less educational importance. The above arrangement may also result in the maximum utilisation of the agricultural and natural seasons and the social, religious and national festivals for educational purposes, in accordance with the principles of Basic education.

Even though the educational administration is good, school buildings are better and school organisation and library services etc. are the best, if the teacher factor is bad the whole purpose of education will be defeated. Hence the next chapter deals with teachers and their condition.

## CHAPTER VI

### *Teachers and Their Condition*

THE efficiency of the teacher was believed to be closely related to his emoluments. But Dr. M. Chenna Reddy, Minister for Planning and Panchayat Raj was of the opinion that it was a half truth. The teacher should take to his duties as a penance unmindful of the obstacles of life, as the services of the teacher could never be measured in terms of money. This did not mean that the teacher's economic lot need not be improved. The society was always indebted to the teacher.<sup>1</sup>

The Government was constantly trying to improve the pay scales of the teachers, some times revising the scales of pay, some times merging the Dearness Allowance with the salary and some times increasing the Dearness Allowance or the City Compensatory Allowance etc.

Teachers also enjoy other allowances for specific additional responsibilities undertaken like Headmastership, Scouting or Guiding N.C.C. or A.C.C. etc. They are also covered by the medical attendance scheme and they enjoy fringe benefits like pension, gratuity, provident fund and Insurance.

#### **Education of Teachers' Children :**

At a meeting of Kovvur Panchayat Samithi teachers a resolution was passed requesting the Government to provide free education upto the college standard for children of all elementary school teachers. They also demanded living quarters for teachers along with permanent buildings for schools.<sup>2</sup> The problem of providing living quarters to teachers could easily be solved by Panchayat Samithi, if a sincere attempt was made.

1. Dr Chennareddy, M, Inaugural Address to the fourth Karimnagar District Teachers Conference, February 2, 1964. *Medhavi*, V-III, March, 1964, Pp. 12-13

2 *The Hindu*, 8th May 1959.

The Government provided free education for the children of all teachers upto the Secondary stage only.<sup>3</sup> As far as the college education was concerned the Government of India awarded only 42 merit scholarships to teachers' children from 1965 onwards.<sup>4</sup>

### RECRUITMENT TO TEACHING PROFESSION

The teacher should not compare himself with people of similar qualifications in other professions in respect of emoluments. So, a person who was refused entry into other professions devoid of character, spirit of sacrifice, satisfaction, ideals and requisite psychological qualifications could not be retained in the teaching profession.<sup>5</sup> But all admit the fact that teaching profession had become the last resort of a frustrated young man. Competent young men were not attracted to it. Many times it was suggested that Matriculation and two years of professional training should be insisted for entry into this profession.<sup>6</sup> In many schools there were only 8th class pass teachers, even without training qualifications especially in the Telangana region of the state. The Government made it very clear that this state of affairs would not continue.

It was clearly stated that further recruitment of untrained teachers in Government schools as well as the schools under the Zilla Parishads and Panchayat Samithis should be stopped forthwith. All vacancies of teachers in Zilla Parishads should be filled through their Appointments Committees from among the available trained hands in the district. If sufficient number of trained hands were not available in the district to fill the vacancies, they must requisition the trained hands from other districts. In very exceptional cases, appointment of untrained hands may be resorted to with the prior sanction of the Director of Public Instruction.

About twelve thousand teachers were not trained in the Telangana region. It was decided to give them in-service training and that in future no untrained teacher would be employed by the Zilla Parishads.<sup>7</sup>

The plea was made that the seniority should be maintained not on Samithi level but on Parishad level for purposes of promotion and promotions should be given in their native places as far as possible. New teachers should be recruited only after giving

3. *The Deccan Chronicle*, 29th May 1965.

4. *The Deccan Chronicle*, 18th November 1965.

5. Shri. Narasimharao P. V. Inaugural Address, Second Warangal District Teachers Conference at Janaganra, *Op. Cit.*

6. Shri Raghavachary, V. P. *Ibid.* P. 23.

7. Question time, *Madhavi*, IV-VI, June 1964, P. 21.

promotions for all the teachers with requisite qualifications working in lower scales.<sup>8</sup>

Teachers and officers acquiring M. Ed. qualification were granted three additional increments in the present scale enjoyed by them. The employees of the Education Department were required to complete a period of prescribed probation and pass departmental tests (Accounts, Inspection, Education Code, Language etc.) for securing promotions to higher grades.

Since teachers are in a vacation department they are not entitled for earned leave on full pay. However, they earn one day half average pay for every eleven days of active service, and a similar period on medical grounds. Proportional leave is reserved when they work during the vacation.

#### **Re-employment after Retirement :**

The age of superannuation in the D. A. merged scales of pay of Rs. 80-150 and below was raised to 58 years. Re-employment of retired teachers in all categories could be freely resorted to without any reservation in cases where qualified candidates were not available or in the interests of administration, if it was considered expedient to re-employ persons with rich administrative experience and who were really meritorious. Headmasters were to be re-appointed as assistant teachers so as not to block promotions of eligible persons to administrative posts. Such teachers were liable to be terminated with three months notice at any time after the age of fifty five years without assigning any reasons. Even though the Government was taking necessary steps the Basic schools in the state might be facing the dearth of teachers.

On an average one post in each school was not filled against the sanctioned strength of the staff. Fifty per cent of the teachers were transferred during the year and substitutes were posted in all the transfer vacancies. Fifty per cent of the Boys schools and sixty per cent of the Girls schools stated that the present strength of the staff was not sufficient and on an average additional three male teachers and one lady teacher were demanded.

The above position might be the general picture. But in some special cases where there was dire necessity of three to four teachers, one or two teachers were posted and they had to take up heavy responsibilities i. e. midday meals etc. without the benefit of additional allowance.

<sup>8</sup> Resolutions of the Medak District Teachers in a Conference held on 4th September 1960, *Medhavi* I-III October 1960, P. 46.

According to a study conducted by the State Institute of Education, Hyderabad highest percentage (32.8) of Primary (Basic) school teachers in Hyderabad district (Telangana) was in the age group 20-25 where as in Nellore district (Rayalaseema) it was (22.7) in the age group 30-35 and in East Godavari district (Andhra) it was (19.1) in the age group 25-30. The percentage of teachers with higher age group i.e. above the age group 40-45 in Hyderabad district was smaller than in Nellore and East Godavari districts.

In Hyderabad district nearly 39.9 per cent of the Primary teachers handled more than 70 pupils. In Nellore and East Godavari Districts, the corresponding percentages were 4.7 and 5.9 respectively. In East Godavari 13.4% and in Nellore 13.9% of teachers handled on an average 40 to 44 students. It was found that the problem of more numbers was faced by the teacher in the first and the sixth classes. Younger staff was available in Telangana and they had to face more numbers in their classes, than the other two regions.

In Telangana region 92.03 per cent of the schools stated that they followed subject teacher system, unlike in the Coastal Andhra and Rayalaseema regions. This explains why a majority of the teachers taught more than three classes in Telangana and only one class in the other parts of the State.

### QUALIFICATIONS OF TEACHERS

In order to be an efficient teacher he must possess both the academic and professional qualifications, including a special training in Basic education. The highest percentage (33.32) of untrained teachers could be obtained in the Hyderabad district (Telangana) and the percentage of teachers (20.1) in the age group 20-25 was the highest. The percentage (0.2) of untrained teachers in Nellore district (Rayalaseema) was negligible, while there were no untrained teachers in East Godavari district (Coastal Andhra), at the Primary (Basic) stage of education, according to the study of the State Institute of Education.

As far as the general academic qualifications were concerned VIIIth class pass teachers were in a majority (47.50%) in Andhra and Rayalaseema regions, whereas in the Telangana region Matriculation pass teachers were in a majority (72.15%). In Andhra (77.39%) and Telangana (94.07%) regions untrained women teachers were in great number. More number of untrained teachers (10.5%) in the age group 20-25 were obtained in the Hyderabad district (Telangana). The percentages of untrained teachers in Hyderabad,

Nellore and East Godavari districts was 22.8, 14.7 and 5.3 respectively.

Some of the Educational Officers (50%) said that in about forty per cent of the schools under the Panchayat Samithi management, teachers trained in Basic education were not posted. Two reasons were mentioned for this phenomenon. One section of the Educational Officers were of the view that the Training Institutions were unable to supply the required number of Basic trained teachers. Another view was that the Samithis were not taking enough care to transfer all the Basic trained teachers to Basic schools though a good number of them were working in the non-Basic schools.

It was also felt that the low allotment of funds for education resulted in low scales of pay for teachers. Talented people were not attracted to teaching professions due to its low economic and social status, and non-provision of other amenities like housing etc. Hence they felt helpless to do anything in the matter of supplying quality teachers to schools. A few of the Educational Officers (17%) did not feel that there was any dearth of qualified teachers fit to run this system. The Directorate of Public Instruction stopped organising the orientation of teachers to Basic education in short refresher courses. This kind of short training was not equal to a full course in Basic education. Even then continuation of this condensed course would have ensured the quality of teachers to some extent.

According to thirteen per cent of the Educational Officers all the teachers possessed the professional certificate from the Department after a period of prescribed training, but they did not acquire sufficient knowledge, skills and faith in Basic education. This might be due to the reason that the pupil teachers were not required to do any field work to collect data from the Basic schools to get intimate knowledge about them, while they were in training. Another factor responsible for the deterioration was lack of apprenticeship arrangements in teaching.

Twelve per cent of them stated that the teachers were not interested in implementing Basic education, as they did not possess the necessary understanding, zeal, attitude, confidence, attention or inclination to do much work. Present teachers must be allowed to change their attitude and in future selection of teachers must be done carefully.

Seven per cent of the Educational Officers said that they were sending information to the Department on the required number of posts for different schools and intimating the vacancies but the authorities concerned did not care to sanction new posts and to appoint qualified teachers.



Another seven per cent of them informed that due to lack of transport facilities to most of the rural areas and lack of interest on the part of the villagers in exercising pressure on higher offices, sufficient number of qualified teachers was not coming to schools. The red tape in the higher offices was also responsible for this delay to some extent.

Five per cent of the Educational Officers stated that though qualified teachers were posted in schools, they were unable to work well in the schools as they lacked many other facilities like buildings, land and equipment and so they had to adopt traditional methods only.

Another five per cent of them said that some qualified teachers wanted to stay near their native places, while the department could not satisfy every one by placing them near their homes.

Six per cent of the Educational Officers stated that they were asking the managements and Zilla Parishads to appoint only Basic trained personnel in schools, but they paid a deaf ear to these requests. Five per cent of them stated that effective measures should be taken by the Government only, as they did not possess powers to check this tendency. Four per cent of them managed to provide at least one Basic trained teacher in each school, so that other teachers were influenced through him. The present trend of appointing untrained teachers might change by slow degrees and only trained graduates would be appointed as Headmasters of the Senior Basic schools in due course of time according to two per cent of the Educational Officers. Another two per cent of them suggested that targets of work should be fixed and special officers should be appointed to examine carefully the work of the teachers.

Apart from the general academic and professional qualifications the teachers working in the Basic schools possessed the extra qualifications in the following areas:

TABLE 28  
OTHER QUALIFICATIONS OF TEACHERS

Area	Total
1. Basic crafts	65.27
2. Scouting	30.87
3. Cultural activities	25.27
4. Drawing	10.87
5. Dance	6.52
6. Physical Education	21.74

In the 1956-57 survey of Telangana Basic schools by the present investigator it was revealed that some teachers possessed qualifications in Carpentry Agriculture, Music, Typewriting, First Aid, Social Education, Photography, Tailoring, Homeopathy also<sup>9</sup>. All such knowledge was very helpful for running the various activities of a Basic school. The above table shows that all schools were not equipped with teachers possessing such special qualifications. Yet 54.78 per cent of the schools stated that they were able to organise programmes of specialised nature even without having teachers trained in those programmes, whereas only 36.08 per cent of the schools clearly stated that they could not organise special programmes, while 9.14 per cent of the schools did not comment. The schools that managed to organise the activities without demanding specialists, deserved congratulations and the other schools should follow their example. But this situation warranted the revision of the Basic teacher education curriculum to include in it these aspects of training also, so as to make the same complete in itself and to enable the effective practice of Basic education in the schools.

#### PAYMENT OF MONTHLY SALARIES IN TIME

Payment of salaries on the 1st of every month was essential to keep the teachers happy and also to keep the schools efficiently run by them. But a number of school teachers in Andhra (29.32%) Rayalaseema (23.57%) and Telangana (25.48%) stated that they were not getting salaries in time. Many reasons were found out for the delay in getting the salaries.

In Medak district, it appears that the teachers were asked by the Panchayat Samithis to submit a certificate along with the pay bills, taken from the local Panchayat President. Perhaps this measure was taken to ensure the regularity of the teachers, but this was causing delay in submission of bills. Delay in payment of salaries also occurred where the leave cases were kept pending. All the Panchayat Samithis did not implement the directions of the higher offices in the matter of payment of festival advances. Delay also occurred in deciding the arrear claims. Again delays were taking place in the case of payment of salaries to teachers who were transferred from one place to the other<sup>10</sup>. Delays were also possible when the pay scales were revised, Dearness Allowance was merged with Basic salary and pay fixation, and in the case of re-appointment after retirement.

<sup>9</sup> Basic Education Practice. Op. Cit 118

<sup>10</sup> *Medhavi*, 1-111, October 1960, Pp 45-49

Delays in payment occurred when teachers were promoted. Due to the democratic decentralisation the Government had to make clear a number of accounting procedures with regard to Andhra Pradesh Government Life Insurance Department subscriptions. Some times the budget allotments were not received by the schools in time and the substitute allowances or stipends were not clearly allocated in connection with teacher training<sup>11</sup>. When teachers went on leave, advance salary was paid for the period of leave and delays were possible while adjusting the advance in the regular bills or against the leave salary bill. In the 1956-57 survey of Basic Schools in Telangana mentioned before, it was revealed that the intermediary offices delayed forwarding the bills as they were routed either through the Project Executive Officer, the District Educational Officer, Deputy Inspector of Schools, or the Headmaster of a Central School. Perhaps these officers were having heavy work. The survey questionnaire data brought to light the following reasons for such delays:

TABLE 29  
REASONS FOR NON RECEIPT OF SALARIES IN TIME

Reasons	Per cent
1. Delays caused by higher offices due to late receipt of allocations, budget cuts, etc. and inefficiency	42.16
2. School not receiving cheques or draw salaries due to clerical error or bank was full	26.67
3. Flaws in teacher's record <sup>12</sup>	21.17
4. Light view of teacher	
5. Corruption (bribe)	7.99

The above position that the the delays were caused by higher offices) was corroborated by the Educational Officers (23%) even though, 26 per cent of them denied that the salaries were paid late. They reported insufficiency of clerical staff, heavy pressure of office work and lack of coordination among the staff responsible for delays in releasing budget and grants, submission of bills and receipt of cheques. Fifteen per cent of them were of the view that salaries could not be

11. *Medhant*, IV-IX, September 1964, pp. 51-59 and *Medhant* IV-XI, November 1964, p. 21

12. Subba Rao C. S. *Basic Education in India*, 1964, pp. 124 and 125

paid in time in the rural areas, especially in aided schools with untrained teachers, as there was some difficulty in their getting grants. Five per cent of the Educational Officers suggested that grants should be paid to the school managers directly, only qualified teachers should be posted and inspection should be taken away from Extension Officers (Education) who should be asked to supervise the regular payment of salaries. The Inspectors reported the maximum success (68.87%) in getting the salaries to teachers in time.

Even though the problem might not be very acute now in the Government and Local Boards schools, it appears that there was a need to set things right in the private aided schools and even under some Panchayat Samithis. The Officers in charge of various units should scrutinize the special reasons and eliminate the same to give salaries promptly to the teachers, through better coordination and hard work.

### COOPERATION OF TEACHERS IN IMPLEMENTING BASIC EDUCATION

Usually people criticise the teacher as being responsible for the slow progress of Basic education. In the opinion of the Basic school Headmasters in Andhra (27.07%), Rayalaseema (31.48%) and Telangana (23.26%) constituting 29.13 per cent in the State the Assistant teachers were not cooperating with them in the implementation of Basic education programmes. The following reasons were given for their non-cooperation.

TABLE 30  
REASONS FOR NON-COOPERATION OF TEACHERS

Reasons	Total	%
1. Lack of enthusiasm, interest and attitude in favour of Basic education.	37.48	
2. The feeling that Basic education is not suitable for technological age	33.04	
3. Inadequate emoluments and facilities	1.29	

The enthusiasm, interests and attitudes favourable to Basic education were essentially created among teachers in the Basic Training schools, but in Rayalaseema (46.28%) and Telangana (41.86%) these qualities were absent in teachers to a great extent

according to the opinion of the Headmasters. In these two regions there was a feeling that Basic education was not suitable for the modern scientific and technological age.

The Basic Training Schools should emphasize how this system could help the creation of a new technological social order. The above data was again corroborated as 32 teachers each from Rayalaseema and Telangana areas as against only five from Coastal Andhra, wanted to go back to the traditional Elementary schools and thus expressed their unwillingness to work in Basic schools.

#### Teachers' Records :

The interest of the teachers in their work could also be seen from the records they maintained in the Basic schools. The following table gives the data regarding this aspect :

TABLE 31  
SCHOOLS IN WHICH TEACHERS MAINTAIN RECORDS

Record	Total
1. Monthly plan	72.1
2. Annual plan	62.1
3. Monthly progress report	69.22
4. Pupils scholastic progress	42.26
5. Daily lesson plan	41.96
6. Cultural and social activities of students	41.74
7. Students craft progress	40.87
8. Individual craft record of teachers	31.29
9. Notes from self study	34.22
10. Physical development	22.11
11. Personality development	14.35
12. Students aptitudes and attitudes	13.64

A majority of the schools (72.17%) maintain the monthly plan and the record of students' personality, aptitudes and attitudes was the least (13.64%) maintained. Monthly progress report was also maintained by many schools. Records numbering 1, 2, 3, 5, 8 and 9 denote the special preparation of the teacher for equipping himself for the work in the school and the rest of the records related to the progress of the pupils. From the above ranking of the items it

appears that preparation of teachers was recorded more than pupils' progress. The recording of students progress was more important for assessing them continuously. The 1956-57 survey of Telangana schools revealed that annual plan, monthly plan and daily lesson plans were maintained by 60 to 80 per cent of schools.

The attitude of the teacher towards Basic education could be gauged from the activities in which he took part and how he spent his time in the school and for the school. In the 1956-57 survey of the Telangana Basic schools it was revealed that teachers in eighty to eighty five per cent of the schools participated in prayers and *safai* (sanitation) programmes, and in fifty to sixty per cent of the schools they participated in silent spinning and community duties and devoted about three hours daily for practical work, community and cultural activities.<sup>13</sup> The present study revealed that on an average the teachers spent four hours for class room teaching,\* forty minutes each for practical work, community duties and preparation for teaching and half an hour each for cultural activities and office work. Thus the total average time devoted for school work by the teachers was seven hours per day. It meant that the teachers were working for the school programmes for about two hours out of the school hours. Whether there was liking for Basic education or not the teachers worked for more time on different aspects of school work than officially required to do.

### CONTRIBUTION OF TEACHERS TO THE LITERATURE OF BASIC EDUCATION

Another indication of the interest of the teachers in the system of Basic education was their thinking about this scheme as revealed through their publications. The 1956-57 survey of Telangana Basic schools revealed that there were capable teachers who could write prose, poetry, songs and dramas in the regional language and they produced considerable literature published or unpublished for consumption in the schools in connection with the cultural activities.

The following contributions were made by teachers to the literature useful directly or indirectly to Basic schools (Table 32):

The opinion of the Educational Officers was sought on the position of Basic education literature vis-a-vis the production of

13 *Ibid* Pp 121 & 122

\* The study of Miss Muntaz Wasiullah Hussaini revealed that the weekly work load of teachers ranged from 27 to 48 teaching periods per week, while a majority of teachers teach 42 periods (Unpublished M. Ed. thesis of Osmania University, 1953, P. 56).

TABLE 32  
TEACHERS CONTRIBUTION TO BASIC EDUCATION

Name and address of the teachers	Title	Type of contribution
1. Government Basic School, Janakanpet, Nizamabad Dist.	New Education	Book
2. Smt. P. S. Devakarumma, Jr. Basic School, Brahmanurpalli, Kurnool Dist.	Morals and Basic Education	Book
3. Ch. V. Narasimha Aravakottu, Kalahasti, Chittoor Dist.	Essays on Basic Education	Compilation of essays
4. K. V. Satyanarayana, Cherukupalli, Guntur District	Correlated teaching	Book
5. M. Satyanarayana and K. Sreenivasarayan, Vemulagutta, Miryalguda, Nalgonda Dist.	Essays on Basic Education	Compilation of essays
6. P. Muniswamy Reddy Samanthi School, Aremangalam, Chittoor District.	Illustration on Basic Education	Ballads
7. T. Narsiah, Baharipalli, Medang, Warangal District.	"Parvathana"	Drama
8. Junior Basic School, Proddatur, Cuddappah District	Preparation of teaching aids	Teaching aids

literature by the teachers. Forty-eight per cent of them said that the supply of books on principles and methods of teaching at the Elementary level, textbooks, correlation charts, and literature on crafts, was significant by its total absence. In very few school libraries one or two books might be available for use according to the prescribed syllabus. Forty-five per cent of the Educational Officers stated that there was no interest on the part of the Government, community and the staff members to produce or get from outside needed literature. Most of the teachers were poorly equipped, and economically handicapped to take up production of literature and the Education Department did not provide any guidance or funds to encourage this enterprise. Even if some teachers were prepared to produce some literature in spite of these handicaps, there was no one to take up the same for purposes of publication. A few Educational Officers stated that they were making appeals in the central classes to the teachers to produce literature. Nineteen per cent of the Educational Officers made some suggestions for improving this position. They stated that a separate section should be organised in the Directorate of Public Instruction

for the production and utilisation of Basic education literature. Some research work should be done on needed literature and inservice training should be imparted to some selected teachers, especially from the Basic Training schools, with specific assignments for the production of needed literature. Steps also should be taken to give enough publicity for the literature thus produced, so that the same might be utilised by the teachers in the Basic schools. The cooperation of the Block Development Officers, Educational Extension Officers, Deputy Inspectors of Schools and the teachers themselves should be sought to make this programme a success.

#### **Research by Teachers :**

If the teachers had undertaken some action research programme or simple investigations into other educational problems facing the school, there might have been some chance of contributing to the literature of Basic education. But thirty two per cent of the Educational Officers stated that the teachers lacked time, initiative, attitude, interest, equipment or materials for undertaking even single investigations. The Department did not show any incentives to the teachers by providing awards or prizes. Another twenty per cent of the Educational Officers stated that research involved expenditure and Government had not taken initiative to encourage the teachers by providing them with opportunities and facilities nor the public co-operated in this enterprise realising the importance of research. Sixteen per cent of them felt that research was not possible for the class room teachers, as they had lot of work to do, especially in single teacher schools.

Moreover the teachers were not resourceful and trained to do any research. Seven per cent of the Educational Officers said that the staff with them was meagre while the pressure of work was heavy. They were unable to spare time to encourage teachers to do research, which was on the other hand considered by them as fruitless effort, failure and useless. Eight per cent of them suggested that an independent special officer should be appointed with enough resources to do propaganda and to advise and assist the teachers in this respect. Seven per cent of the inspectors suggested that the centre classes and inservice education or refresher courses should be utilised for promoting research. Two per cent of them suggested that some selected teachers should be entrusted with some problems and asked to take up work of such investigations during vacations.

#### **Attitude of Teachers to Basic Education :**

The Educational Officers (38%) summed up the attitude of the teachers to Basic education as not favourable or not encouraging,



indifferent, insincere and lacking faith and confidence in this system. The teachers underwent Basic Training as they were bound by official regulations and service conditions. Yet they were ignorant and not thoroughly satisfied with the scheme. They also disliked the scheme. They also disliked the craft work which involved manual labour. Another sixteen per cent of the Educational Officers however, stated that the attitude of the teachers was favourable and they were willing to implement enthusiastically the various programmes of Basic Education especially craft work. Ten per cent of them said that the teachers find the programmes difficult and burdensome due to their insufficient equipment and inefficiency. Another ten per cent of them stated that the teachers' failure was due to want of public cooperation suitable accommodation and teaching equipment.

From the above opinions it was clear that the teacher must be equipped first with full information on Basic education and the need for this pattern of Primary education for the country. Then it was essential to provide the necessary know-how, sufficient equipment and suitable school accommodation.

#### TEACHERS ORGANISATIONS AND BASIC EDUCATION

Correct attitude to Basic education could be created in the teacher by the Teachers Organisations and the educational journals in the State. Shri Lingam Rajagopalarao the editor of "Sarvodaya" a monthly magazine entirely devoted for the propagation of Basic education stated that the teachers organisations should not merely devote their time and energy like other trade unions to the agitations for the increase in the salaries and other allowances, but also try to concentrate on programmes to improve the intellectual stature, character, confidence, scholarship etc. of the teacher. He also deprecated the use of the same methods used by trade unions for achieving the economic objectives of the Teachers Organisations. The meetings of the teachers should turn into conferences of intellectuals and should maintain high level in conducting discussions<sup>14</sup>.

Shri V. P. Raghavachary in his presidential address to the second Warangal District Basic Teachers Conference stated that there was a kind of suspicion among the official circles against the Teachers Organisations. The Officers did not recognise that the administrators and the teachers were part and parcel of one and the same machinery, and they were not inimical to each other. Since they were partners in the same business the officials should not feel that their authority

14. Shri Rajagopala Rao, I, 'Teachers Organisations' *Sarvodaya Vidya*, II-VI, August 1960. P 14.

would diminish if they cooperated with the Teachers Organisations. Any educational system would be successful only when there was complete cooperation between the people in authority and those who implement the schemes<sup>15</sup>.

A brief review of the work of the Teachers Organisations as far as it related to Elementary and Basic education would be relevant. The 1956-57 survey of Telangana Basic schools by the present investigator revealed that the State branch of the All India Basic Teachers' Association was functioning in the erstwhile Hyderabad State and it was very active in the Telangana region. This association enjoyed the full support of the Government till 1954 and during that period two Basic Education Conferences were conducted at Bodhan and Mulug. This association was doing propaganda for Basic education through staging dramas and ballads. An educational research wing of the Association conducted seminars of teachers and experiments in sanitation work in collaboration with the village panchayats. The permission of the Government was obtained by the Bodhan branch of the association for running a monthly magazine 'Naveena Vidya', but later the permission was withdrawn without assigning reasons. Community activities were fully encouraged and inter-school sports and games were conducted. Attempts were made to start a multi-purpose cooperative society and to conduct teachers' summer camps to erect school buildings at Bodhan and other places. But these attempts were foiled, when the District Educational Officer was changed, as the new officer did not believe in Basic education. The association also took the responsibility of supplying raw material and craft equipment without profit motive. The Nizamabad District Basic Teachers Association with headquarters at Bodhan dissolved itself due to continuous non-cooperation of the Government. Neither the state body nor the All India Association could come to its rescue, even though the Director of Public Instruction gave permission for the organisation of this association in the State, which was later turned down by the Government, when the state organiser criticised the Government for its follies at an All India Nat Talim (Basic Education) Conference held at Sanosra. Gradually all the other district branches of this body were wound up and a good chance of organising teachers for the better implementation of Basic education in the State was lost.

At the time of this investigation the following three Teachers Organisations were functioning in the State of Andhra Pradesh.

1. State Teachers Union

15 Shri Raghavachary V. P. *Medham*, II-VI, April 1962. Pp. 20 & 21.

2. State Branch of the All India Primary School Teachers Federation
3. Andhra Pradesh Elementary School Teachers' Federation

The State Teachers Union was more active than the other two organisations. The State Teachers Union and the Primary School Teachers Federation was mostly operating in the Telangana region, while the Elementary School Teachers Federation was active in the Coastal Andhra and Rayalaseema regions.

These organisations conducted District and State Conferences in which mostly service conditions and to some extent academic problems were discussed. The State Teachers Union set up candidates for the Legislative Council and always its candidates were returned to the Council from the teachers constituencies<sup>16</sup>. The numerous references made in the report on the discussions on Basic education in the Legislative Council were usually raised by the representatives of the State Teachers Union on the floor of the house.

Apart from these agitations the Teachers Union was trying to raise the status of the teacher by educating him through a number of in-service programmes, like study-cum-youth camps, seminars, symposia and topics like teachers role in several aspects of education and on different aspects of education. The Union also offered its views on several problems of education like the double shift scheme, increase in the number of school hours and days, increase in enrolment of Basic schools and free and compulsory Primary education. The Union also collaborated with the Educational Research Society, Hyderabad in conducting action research courses for the school teachers.

The State Teachers Union had a special wing for Basic education and translated a few important books into the regional language from English. It runs a monthly journal '*Medhavi*' (from which a number of references have been cited in this report) which devotes considerable space for Basic education.

Apart from '*Medhavi*' The Department of Education used to run a quarterly journal '*Basic Vidya*' and a reference to this journal was made in the Chapter II under the Development of Basic Education in Andhra State. Another monthly journal, '*Sarvodaya Vidya*' entirely devoted for Basic education was in operation during 1958-1960. There was no journal exclusively devoted to Basic education at the time of this investigation.

<sup>16</sup> Election numbers of *Medhavi*, II-VIII and VIII, July and August 1962.



PART THREE

**CURRICULAR AND  
CO-CURRICULAR PRACTICES**



## CHAPTER VII

# *Curriculum and Text Books*

### **Social Goals and Curriculum :**

**B**ASIC curriculum should be built round the child and its physical and social environment. So, curriculum in Basic education was designed to be a list of child's experiences as the starting point. These experiences lead to the development of the total personality of the child, and certain of its desirable traits. Such a curriculum would reflect the social values and provides for the leisure time activities of the child, following the principles of variety and flexibility. In this process the unity and coherence of the human mind are respected.

The curriculum makers must have a clear idea of the social objectives on which the educational objectives are based. After levelling down the educational objectives to suit the Basic school child and its natural and social environment, the lists of items of knowledge, activities and experiences through which the same could be realised need to be prepared.

In the countries where the objectives of primary education have been officially defined and embodied in a formal document, there is a lively awareness among teachers and administrators of their precise scope and implications and this awareness helps to give a more definite direction to educational development. It is therefore, desirable to issue a formal and official statement of objectives of primary education for the benefit of teachers and educational administrators. Such official declarations should be readily accessible to teacher training institutions and teachers.<sup>1</sup>

It was alleged that the Government of Andhra Pradesh did not take any steps to define its social or educational objectives resulting in vagueness in the system of education itself and absence of any guidance to the teacher and the educational administrator.

1. Resolution on Primary Education in Asia passed by the Regional Conference of National Commissions for UNESCO in Asia, Manila, 18th-23rd January, 1960.

There might be some objectives for the present curriculum but since they were obscure the teachers were following the text books more than the objectives themselves. The Inspectors, examiners and the parents were all placing a premium on text books. Teachers must know how the curriculum was going to develop the physical, intellectual, scholastic, social, artistic, moral, spiritual powers of the child.

### Old Curricula :

When the Basic Education scheme was accepted as a national policy at the primary level, the syllabi suggested by Dr. Zakir Hussain Committee, Hindustani Talimi Sangh or Government of India were prescribed, with minor modifications. But later the Government of Andhra Pradesh published a seven year integrated elementary school curriculum, applicable to both Basic and non-Basic schools.

The Hindustani Talimi Sangh syllabus was centred round the following areas. The practice of

1. Clean and healthy living,
2. Self-reliance,
3. A productive basic craft,
4. Citizenship in a community,
5. Recreational and cultural activities.

All the school subjects were correlated to the activities or experiences of work under the above areas. The State Government subsequently prescribed two syllabi-one for the study of traditional subjects and another for craft work. The approved syllabus in the Telangana area contained the following subjects :

- |                     |                   |
|---------------------|-------------------|
| 1. Mother Tongue,   | 4 Social Studies, |
| 2. Arithmetic,      | 5. Hindi.         |
| 3. General Science, |                   |

The craft syllabus consisted of the following items out of which one major craft and another minor craft were to be chosen by the students.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. Spinning and weaving,      | 7. Home craft consisting of |
| 2. Gardening and Agriculture, | (a) Housewifery,            |
| 3. Paper folding,             | (b) Cookery,                |
| 4. Card Board modelling,      | (c) Laundry,                |
| 5. Wood work,                 | (d) Needle work,            |
| 6. Metal work,                | (e) Domestic farming.       |



**Areas of New Curriculum :**

More or less the same type of syllabus was in operation in the Andhra and Rayalaseema regions also, till the new seven-year integrated elementary education syllabus was published, operative with effect from the academic year 1959-60. The new syllabus was the product of a drafting committee but not a result of empirical experience, nor it had kept the new social order in view. It was a catalogue of lessons without mentioning their objectives. In this syllabus also a diluted and separate craft programmes was given. This would not help teaching knowledge through craft work. The new syllabus contained the following subjects :

- |   |                                   |
|---|-----------------------------------|
| 1. Mother Tongue,                       | 5. Music,                         |
| 2. Arithmetic,                          | 6. Arts and Crafts,               |
| 3. Elementary Science and<br>gardening, | 7. Physical Education<br>(Drill). |
| 4. Social Studies,                      |                                   |

English and Hindi languages started from Class III, in addition to the Mother Tongue. Facilities were provided for the study of Tamil, Kannada, Marathi, Hindi, Urdu, Oriya and Gujarathi for children of the linguistic minorities especially in the border districts. Most of the States in India are following the three language formula i.e. teaching of Mother Tongue, Hindi for children of non-Hindi areas and English. In Hindi areas the children are expected to study a modern Indian language other than Hindi, as second language. Children whose mother tongue is not Telugu or Hindi, had to study an additional language besides the 3 languages taught in Andhra Pradesh.

The following table gives the position of the study of languages in the state at the Senior Basic level.

**TABLE 33**  
**POSITION OF LANGUAGE TEACHING IN**  
**SENIOR BASIC SCHOOLS**

Language	Schools where the language is taught as			%
	First language	Second language	Medium of Instruction	
1. Telugu	91.86	22.82	91.39	
2. Urdu	6.11	—	6.83	
3. Kannada	0.25	—	—	
4. Marathi	1.02	—	1.19	
5. Hindi	—	55.43	—	
6. Tamil	0.76	—	0.30	
7. Other languages, including English	—	21.75	0.30	

It was very natural that Telugu was studied by a big majority of students both as first language and medium of instruction as being the predominant language of the people of Andhra Pradesh. Hindi was studied as second language in a majority of the schools (55.43%). In a few English medium schools English was taught as a second language. Besides Telugu, in a few schools Urdu, Kannada, Marathi Oriya and Tamil were also studied as first language. The provision of teaching Urdu as first language seems to continue because of its being the state language in the Telangana area and also its being the mother tongue of Muslims. While Kannada, Marathi Oriya and Tamil languages are spoken in the states bordering, Andhra Pradesh.

#### **Mother Tongue :**

In the teaching of languages care was taken to mention items of syllabus under categories like oral, reading, writing and grammar. No where suggestions were given for correlation with the processes of craft work and this defect was found in the case of all other subjects. Care was taken to mention the amount of vocabulary to be introduced at every grade level. Very few suggestions for the use of teaching aids were given. The items of syllabus at each grade level resemble closely the items of other grades. The purposes of teaching mother tongue appear to be to enable the child to acquire the ability to speak, read and write correctly. To achieve the required standard within the given time seems to be difficult, in the absence of developed methods of making the same a core curriculum.

#### **Arithmetic :**

As far as Arithmetic was concerned an elaborate detail of the problems involving all the mathematical processes was given, even though their relationship with the craft work was not established in the Basic way. Arithmetic could very easily be taught through real situations arising out of the Basic Craft and the problems in the community. If the child was able to apply his theoretical knowledge to practical problems in life and society, like buying and selling etc. the training should be considered a success. The syllabus provided some practical work in Arithmetic.

#### **General Science :**

In the same manner the child should be able to apply his scientific knowledge in daily life, understanding the physical environment and his own position in relation to it. The Science syllabus

also was divided into theory and practice and gardening was added to the practical work.

### Social Studies :

In Social Studies also syllabus was divided into theory and practical work, which was of course desirable. To make the child conscious of his rights and social obligations and to train him as a good citizen with national and international understanding and knowledge of the past were perhaps the purposes of this course. It could be organised as a core course covering the content of many social sciences, so far as the same was practically useful to the development of man. This subject could very conveniently be correlated to the social activities and the social and economic environment of the child. The more intelligently we teach this subject the more secure will be our democracy oriented to the socialistic pattern of society.

### Arts and Crafts :

Under the Arts and Crafts programme the following activities were suggested :

1. Paper work,
2. Colouring the outline supplied by teacher,
3. Preparation of picture albums,
4. Clay modelling,
5. Free hand drawing,
6. Cleaning and ginning of cotton, and spinning.

Besides the above mentioned crafts gardening work was practised along with instruction in Elementary Science.

In the 1956-57 Survey by the present author it was revealed that many schools did not get copies of syllabus and teachers mostly relied on text-books. In the present investigation also the position was not better :

**TABLE 34**  
**SCHOOLS HAVING COPIES OF SYLLABUS**

Syllabus	%
	Total
1. Syllabus for different subjects	63.47
2. Syllabus for different crafts	33.91

The highest percentage of only 74.41 per cent of schools in Telangana had seen copies of subject syllabi, while in Andhra and

Rayalaseema about 40 to 50 per cent of the schools did not receive or ignorant of the prescribed syllabus. The percentage of schools having copies of the craft syllabi was very low. This was another proof of the aimless working of the schools. It was also revealed only about six per cent of the schools consult other syllabi or literature on Basic curriculum to enrich the prescribed syllabus in action. The following table gives an idea of the variety of subjects taught and the time devoted for each subject, inspite of the seven year integrated elementary education syllabus :

TABLE 35  
SUBJECTS AND PERIODS DEVOTED

Subjects	Average number of periods per week Andhra Pradesh
1. Telugu	6.7
2. Hindi or Urdu	3.3
3. English	4.7
4. Arithmetic	6.3
5. Elementary Science	5.3
6. Social Studies	5.7
7. Arts, Cultural activities	3.3
8. Community activities	0.7
9. Physical Education	2.7
10. Moral instruction	4.0
11. Crafts ,	3.0
a) Spinning,	
b) Weaving,	
c) Tailoring,	
d) Gardening,	
e) Navar tape weaving,	
f) Manual work.	

The above subjects and the approximate average number of periods (40 or 45 minutes duration) per week supplied by the class room teachers give the real working of the curriculum in practice. Usually there were about 42 periods a week and the lists above, perhaps total up more than this number, as the above figures do not pertain to a specific school, but indicate the average number of periods. In all the three regions maximum number of periods (6 to 8) was devoted to Telugu, followed by Arithmetic (6 or 7) and Elementary Science or Social Studies (5 or 6). The average number of periods devoted by Andhra region for these subjects was greater than those in the other regions. Craft work was given 3 or 4 periods

per week. From this it was evident that craft work was not done daily. The above list showed some new subjects not mentioned by the seven-year integrated elementary education curriculum. They were Cultural Activities, Community Activities, Moral Instruction and among crafts like Weaving, Tailoring, Navar Tape Weaving and manual work. This showed that some schools took initiative and broke new ground.

#### **Co-curricular Activities :**

Apart from the above curricular activities the schools followed a number of co-curricular programmes. Cultural activities like debates, drama, dance, drawing, music, and ballads were given about two periods a week during school time and in some cases after school time.

Community activities like social service, excursions, scouting, picnics, elections, prayer, news reading, community lunches, cleaning, assembly meetings and flag hoistations took about another two periods a week and most of these activities were conducted outside the school hours. The craft activities like simple manual work, spinning, gardening, agriculture, exhibitions etc. took about one to five periods a week during school hours. Physical education activities like Games, Sports and Physical Drill took about two periods a week during the school hours. The above lists of activities which were in actual operation explain the length and breadth of the curriculum in practice

It was quite essential to fix up some physical as well as temporal targets for both the curricular and co-curricular activities, as part of planning of the school programmes. But only 25.65 per cent of the schools follow this practice, (Andhra 26.31; Rayalaseema 18.52 and Telangana 32.56).

### **OPINIONS ON THE SEVEN YEAR INTEGRATED ELEMENTARY EDUCATION SCHEME**

#### **Opinions of the Basic Schools :**

Only 27.39 per cent of the Basic school headmasters (Andhra 29.32; Rayalaseema 33.33; and Telangana 13.95) were of the opinion that the present seven-year integrated elementary education curriculum when operated could realise the objectives of Basic education and the new social order envisaged by the same, while 65.21 per cent of them believed to the contrary. (Percentage of non-response for this item was only 7.30 per cent). Under these circumstances, when Heads of Basic institutions themselves did not believe in the latest

curriculum's efficacy to deliver the goods, it may not be desirable to expect encouraging results from the practice of Basic Education in the State.

#### **Opinions of Educational Officers :**

Fortynine per cent of the Educational Officers welcomed the new scheme with compliments like "good, better, excellent, suitable, practical, planned, popular, phased, improved, realistic, advantageous, vast, scholarly, rational, preferable, efficient, effective, appropriate, realisable, relishing, and avoiding overlapping" This scheme was welcomed as it was integrated—basic with non-basic, primary with middle stage, child with its environment, knowledge with craft, work with subject and school with society etc. So, it was expected to remove the gulf between the twins mentioned above by breaking through the water-tight compartments. Yet eight per cent of them felt that the time had not come to evaluate the scheme, as this course was just tried completely in all the grades. (The first batch of the 7th class students passed out in April, 1966). Three per cent of them said that there was nothing new in this course, except that the eight year course was compressed into seven years. Fifteen per cent of the Inspectors said that even though the course was desirable, its success depended on its universal implementation without relying much on public support, facilities and employment of qualified teachers. So, the non-officials should put forth all effort to supply good accommodation and equipment, while the teachers should maintain higher standards of teaching to make the scheme a success. About three per cent of the officers stated that the introduction of Social Studies and General Science in the first two grades confused the students. English was introduced from grade three when there were no teachers trained in English methodology working in the Basic schools. The standard of the craft syllabus was very low and unsuitable for purposes of correlated technique of teaching. Hence, they felt that it was better to draft a new syllabus for Basic schools separately. About four per cent of the Educational officers felt that the scheme was not popularised enough and many Educational Officers and teachers had to study it carefully. They felt that this scheme could be applied for the age group five to twelve instead of seven to fourteen, as the pupils were able to read the first book at six plus. While the admission age should be brought down to five plus the duration of the course should also be increased to eight years, as the reduction of the span of elementary education was based only on economic grounds and not on academic grounds. It is evident that while the educational officers entertained better hopes on

the success of the new scheme, headmasters of Basic schools appeared to be pessimistic about the same.

### **FREEDOM ENJOYED BY THE TEACHER IN IMPLEMENTING THE SYLLABUS**

The Education Department prescribed the syllabus and, theoretically speaking, the teachers had little freedom to change the same on their own to suit local conditions. But in actual practice they could enjoy some freedom and the Educational Officers were to encourage this freedom. So, the Educational Officers were asked to say how much freedom the teachers enjoyed in working the seven-year integrated curriculum. Forty one per cent of them said that the teachers enjoyed full freedom and they were masters of their time so far as the method and the practical work were concerned, as long as the courses were completed. Thirty six per cent of them said that no freedom was possible in the selection of Basic crafts, text books, syllabus items and even their order as they were rigidly prescribed from above. If more freedom was given to the teachers they might not be able to cover the syllabus, which was heavy and they might not also follow the correlated technique of teaching, which was insisted upon as far as possible. Twenty two per cent of the Educational Officers felt that the teachers were unable to exercise any initiative partly because they lacked faith, spirit and sincerity and partly due to lack of guide books and equipment for their reference and demonstration respectively.

### **EFFORTS TO COVER THE SYLLABUS IN TIME**

Whether the teachers enjoyed freedom to mould the curriculum to suit the local peculiarities or not, the prescribed course must be finished as per Departmental rules. An attempt was made to find out what steps the Educational Officers took to help the schools to finish the courses in time. About six per cent of them stated that it was impracticable for them to do anything due to limitations of time and so they issued instructions to teachers to finish the courses taking extra classes privately or they also threatened the teachers with punishments. Occasionally they were also giving demonstration lessons to show how quickly lessons could be taught. Nineteen per cent of them were of the opinion that the syllabus was so difficult and heavy, more due to inclusion of craft work, that even highly qualified teachers could not cover the same. Some complained that non-adoption of class teacher system in the absence of specially trained subject teachers was responsible for inability to handle this heavy curriculum. They also stated that proper

planning of syllabus topics and lessons on month-wise basis was absent. Ten per cent of the Educational Officers said that the syllabus was covered in direct class room teaching hastily, rushing through the lessons and so there was no problem of covering the courses. But the real question was "how it was done?" According to eleven per cent of them the rigidly fixed weekly time schedule could not be followed by the teachers as much time was taken away by craft work; other extra-curricular activities like excursions, discussions, exhibitions, and extra-duties like census of men and cattle, preparation of electoral rolls, acting as polling officers, preparation of ration cards and participation in many other celebrations religious and political prescribed from above. Twelve per cent of the Educational Officers felt that the teachers were not properly trained, they did neither take pains nor enthusiastic, prompt or regular about their work. Six per cent of them stated that courses could not be covered due to irregular attendance in rural areas, in which case the teacher had to repeat the lessons for those who missed them. Four per cent of them said that if funds were available for equipment and gardening facilities and text books reached the schools in time, the courses could be covered as per schedule. Under these circumstances teachers might have to devote some extra time and the fear of examinations should not dominate the teaching. Teachers should also get the necessary physical facilities like staff quarters etc. with the help of villagers and if possible even schools should be organised on residential basis increasing the working days and hours for successful teaching and completion of courses in time, according to about three per cent of the Educational Officers.

In most of the schools the class teachers prepare an annual plan in a bi-dimensional table giving the subjects horizontally and the months and activities vertically. The subjects were Language Prose and Poetry, Arithmetic, Social Studies, Geography, History and Civics, Music, Arts and Crafts and Physical drill. The activities were selected for different grades from the following :

#### Sanitation :

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| 1. Cleaning the school premises,  | 7. Preparation of plans for       |
| 2. Construction of lavatories and | school garden,                    |
| making path ways,                 | 8. Observation of different       |
| 3. Cleaning the lavatories and    | kinds of soil,                    |
| urinals,                          | 9. Preparation of the soil,       |
| 4. Cleaning the surroundings,     | 10. Levelling the ground,         |
| 5. Care of sanitation equipment,  | 11. Care of seeds,                |
| 6. Personal cleanliness,          | 12. Preparation of the seed beds, |



- |  |   |
|--|---|
| 13. Sowing the seeds.                                    | 21. Observation of different crops,                                     |
| 14. Planting varieties of plants,                        | 22. Observation of school garden,                                       |
| 15. Observation of plants,                               | 23. Maintenance of weather chart,                                       |
| 16. Preparation of compost,                              | 24. Collection of varieties of vegetables, stones, coloured papers etc. |
| 17. Manuring the plants,                                 | 25. Observation of rivers and roads,                                    |
| 18. Arrangement of irrigation channels in school garden, |   |
| 19. Arrangement of supports for the creepers,            |   |
| 20. Observation of agricultural operations,              |   |

**Cotton Craft :**

- |              |                   |
|--------------|-------------------|
| 26. Ginning, | 28. Winding yarn. |
| 27 Spinning, |                   |

**Community Life :**

- |   |   |
|---|---|
| 29. Prayer,   | 37. Observation of various professions obtained in the village, |
| 30. Flag hoistation,  | 38. Observation of pets,  |
| 31. School assembly, Government and elections,                | 39. Observation of human body,                                  |
| 32. Writing the daily diary,                                  | 40. Visits to hospitals,  |
| 33. Letter writing,   | 41. First aid   |
| 34. News reading,   |   |
| 35. Celebration of festivals,                                 |   |
| 36 Observation of temple and other structures in the village, |   |

It was found from an examination of a few tables that the titles of textbook lessons were repeated under the subjects and against the one or two activities set for each month. The activities and subject divisions were written at random against months in the table, whether there was any relationship between the single activity mentioned and several items of subjects written against it.

The idea of planning the year's work was good, but it should be done with certain amount of understanding and not mechanically just because a plan had to be submitted to the Educational Officers at the time of inspection.

**English a Medium in Basic Schools :**

A question was raised whether the status of the Basic education and its curriculum would rise in case English was made the medium of instruction in the Basic Schools. It was a stupid question. Yet

considering the country's language policy and the fancies of changing Ministers, it was thought to be pertinent to ask the teachers this question.

On, 26th April, 1963 the Lok Sabha (Lower house of Parliament) passed the controversial clause three of the Official Languages Bill providing for the continued use of English, in addition to Hindi, as official language.<sup>2</sup> Then Shri P. V. G. Raju, Education Minister, Andhra Pradesh expressed his belief that English medium of instruction at the school and college level increased the efficiency of the pupil. He said that

the foundation of a pupil of English medium school was firmer and stronger than his counterpart from a vernacular medium school. This fact was being increasingly realised by the authorities today and only recently at a conference of the Education Secretaries and Directors of Public Instruction of Southern States held at Hyderabad a decision was taken generally to increase the level of teaching of English and introduce the language from the third standard onwards instead of from Fifth as at present.

I support this effort of the authorities of the Southern states and I hope that we shall soon be able to implement the policy throughout our state "

Positive steps were taken to translate this idea into action in the Government Model Primary Schools in the city of Hyderabad, where English was introduced as medium of instruction with effect from the academic year 1963-64 and steps were also taken to convert one section of each class into English medium in other Primary and Middle Schools, on the plea that the parents who were in All India Services and Business men wanted their children to study in English medium.<sup>4</sup>

This policy of the Government provoked some questions in the Andhra Legislative Council on 29th June 1964 when the Chief Minister Shri K. Brahmananda Reddy said that the policy of the Government was to impart education in Telugu in Government, Model Schools in the state. But there were certain schools and classes where, according to the demand, the medium of instruction was either English or Urdu.<sup>5</sup> This craze for English medium would naturally have its effect on the thinking of the Basic school teachers,

2. *The Hindu*, 28th April, 1963

3. Shri Raju, P.V G. Presidential Address on the Annual Day of Madrasa-I-Aliya School, 16th April 1963, *The Deccan Chronicle*, 17th April 1963.

4. *The Deccan Chronicle*, 12th June 1963.

5. *The Hindu*, 1st July 1964.

students and their parents. So, the teachers were asked to express their opinion whether English medium would enrich Basic education and its curriculum. From table 70 it could be seen that English as the medium of instruction was not at all prevalent. Only twenty per cent of the Head Masters of Basic schools and 12.50 per cent of Training Schools felt that English medium would enhance the prestige of the Basic curriculum while 69.12 per cent of Headmasters of Basic schools and 68.75 per cent of Training Schools categorically denied this opinion. The craze for English medium was more in Telangana (30.02%) and Rayalaseema (25.93%) than in Coastal Andhra (14.28%). From this it could be concluded that the medium of instruction did not matter much in maintaining the prestige of a system of education.

### POSSIBILITIES OF REVISION OF CURRICULUM

The Educational officers were asked whether they found any defects in the curriculum prescribed for Basic schools and to state why they thought them to be defects. They were also requested to suggest further work on remedying the defects in the curriculum. Thirty eight per cent of the Inspectors stated that there were no serious defects in the existing seven year integrated curriculum presently applicable to Basic schools also, but every individual in the field should show interest and pay attention to its efficient implementation. Able and competent teachers were required for this task. Facilities like school garden of 3 to 4 acres in area with supply of water craft material and implements were to be provided and the teacher pupil ratio had to be brought down to 20, in order to see the results of this new curriculum. Thirty five per cent of them stated that the craft work in the curriculum had no bearing on the realities of life and so the Government should be asked to withdraw this aspect from the school curriculum. The children become tools of production as craft work was not so improved as to have bearing on higher studies, for want of specially trained craft teachers. Craft work should be revolutionised by introducing crafts suitable to the locality and to meet the needs of the area, without emphasising too much on the cotton craft. Even in the cotton craft insistence on '*kisan charka*' should be avoided and '*Ambar Charka*' should be encouraged at the Senior Basic stage with another subsidiary craft. At the Junior Basic stage only one simple craft preferably gardening should be introduced. Free choice of Basic craft must be allowed from the local crafts, so that the school education was related to parents profession in most cases.

Twenty three per cent of the Educational Officers stated that

correlated technique of teaching was not possible in the implementation of the present curriculum, as it did not give any charts or suggestions for adopting this method. The syllabus was neither round the crafts, nor any projects were specifically suggested. Neither guide books were published to translate this curriculum into practice, nor text books meant for students showed any way to introduce activities around which knowledge was to be woven round. The teachers only gave undue importance to activities even though they were not related to the type of curriculum recommended and so correlated technique of teaching resulted in ridicule and farce. Children acquired a little skills, but very less knowledge even about the crafts not to speak of acquiring knowledge of the school through their practice

Another twenty two per cent of the Educational Officers were of the opinion that the curriculum in vogue was too heavy, rigid and ambitious. It was better if only three R's were concentrated upon at the 1st and 2nd classes and the Social Studies and General Science started from the third and fourth classes respectively. Too much emphasis on craft work need not be laid at the expense of the development of knowledge.

Six per cent of the Educational Officers stated that the time table should not be rigidly framed in case Basic school was expected to run as an activity school.

The headmasters of the Basic schools were asked to give suggestions for making the curriculum more useful to the teachers. The following table gives their responses :

TABLE 36  
SUGGESTIONS FOR MAKING CURRICULUM MORE USEFUL

Suggestions	%			
	Andhra	Rayala- seema	Telan- gana	Total
1	2	3	4	5
1 Items of syllabus should be selected to suit the different grades.	87.22	87.04	90.07	87.83
2. Syllabus to be printed in regional language and supplied to the schools.	81.95	88.89	88.37	84.78
3 An expert committee to prepare a perfect syllabus.	68.42	81.48	81.39	73.91
4 Curriculum to be enriched with teachers experiences.	66.82	83.33	83.72	73.91

	1	2	3	4	5
5	Equal weightage for theory and practice	61.65	79.63	86.05	70.43
6	A broad scheme should be suggested and details may be left to teachers.	60.15	81.43	79.07	68.69
7	Various curricula to be supplied with freedom to teacher to choose the best	61.65	75.92	81.39	68.69
8	Teacher to prepare the curriculum according to the needs of children and environment	66.92	72.22	69.77	63.69
9	Latest research findings should be considered at the time of revision	60.15	75.94	83.72	68.28
10	Scope of correlated teaching to be increased.	59.39	66.67	79.07	61.78
11	Craft processes and activities to be suggested, along with items of knowledge	45.11	66.67	65.12	53.91
12.	Examinations should not dominate the curricular work.	47.37	44.44	53.49	47.83
13	Curriculum should be developed in the work of teachers and experts	29.32	51.85	62.80	40.87

All the thirteen suggestions mentioned in the table given above are found to be significant and appear to be of practical value as they are given by the class-room teachers themselves. A majority of schools (84 to 88 per cent) felt that the syllabus should be properly graded and supplied to the schools in the regional language. A considerable number of schools (70 to 74 per cent) stated that an expert committee should prepare a perfect concrete and specific syllabus incorporating teachers experiences, giving equal weightage for both theory and practice and clearly specifying the objectives, items of knowledge, the corresponding activities and equipment necessary for their realisation. A good percentage (93.75) of Basic Training Schools also suggested that teachers experiences should be taken into consideration and syllabus should be properly graded to suit various class levels (81.25). Many schools (64 to 69 percent) pointed out that the Department should give a broad scheme and supply various curricula available, allowing the teachers the freedom to work out the details in accordance with the needs of the child and the environment, and following the findings of various researches. This approach would provide more scope for correlated teaching. Some schools (53 to 59 percent) said that the curriculum and

the text books should give suggestions of the craft processes and activities to be followed. A few schools (40 to 48 percent) felt that examinations dominated the curricular practices and so a practicable curriculum should be developed in a workshop of teachers and experts. The Rayalaseema and Telangana regions unanimously wanted that the curriculum should be more specific about the objectives, knowledge, activities and equipment.

From the above discussion it could be deduced that the teachers felt that the gradation of the syllabus items was not proper and an expert committee should go into the whole question taking the experiences of the teachers into consideration to recommend a new curriculum with specific and concrete objectives and the corresponding items of knowledge, activities and equipment needed for realising the curriculum.

The above suggestions for the revision of the curriculum for Basic schools were relevant because

the State Government, instead of applying the syllabus of the Basic schools to the old primary schools after their reorientation has introduced the syllabus of the old primary schools with slight changes, to all schools, including the existing full-fledged Basic schools<sup>6</sup>.

The Gazette notification of 2nd June 1960 envisaged the continuation of both the Basic and traditional elementary schools even after the introduction of the seven year integrated elementary school curriculum. In that case the eight year Basic school curriculum should have been applied to the traditional elementary schools after orienting them to Basic education. But the notification referred to above stated :

It has been felt that there is no need for a separate syllabus for the Basic schools so far as the academic subjects are concerned and that the syllabus for Basic and non-Basic schools should be common; instructions will be based on activities in Basic schools and on approved methods in non-Basic schools.<sup>7</sup>

The above statement clearly showed that the Government viewed the Basic system of education as merely a method of instruction. The new syllabus should have been prepared by an expert committee as suggested earlier keeping in view the oriented primary school and the Basic school and not the traditional primary school and the Basic

<sup>6</sup> Report of the Special Committee for Basic Education : Andhra Pradesh, 1961

<sup>7</sup> Report of the special Committee for Basic Education : Andhra Pradesh 1961

school in which case learning experiences, and not the items of subject matter content, would have become the basis of curriculum.

### TEXT BOOKS AND GUIDE BOOKS

The place of text books in Basic education was one of the most controversial and misunderstood aspects of this system. In the beginning Basic educationists thought that text books might hinder the freedom of the teacher, who was expected to teach taking into consideration the needs of the child, its activities and local conditions. But many teachers might land in confusion in the absence of text-books. On the basis of the past experience in the field it was agreed that text-books for Basic schools should deal with the daily life of the pupils, consolidate the knowledge acquired by them through life and suggest further life experiences. The text books should guide both the teachers and students to get knowledge through work experience planned in accordance with the seasons and the social activities through out the year.

A big majority of the schools (70.87%) stated that there was a great need for text books, while a few of them (16.95%) said that there was no need for prescribed text books, if students were making notes of all the educational activities in the schools.

So, the confusion whether text books were necessary or not need not be entertained. Now the question is whether separate text books were required for Basic schools or the same text books could be used in both types of schools was to be answered.

A majority of the schools (62.57%) stated that the old text books meant for traditional elementary schools were not fit in Basic schools if good results were to be obtained. The text books in Basic schools must take several factors into consideration. They must have local bearing, lessons should be connected to the natural environment, related to life, aim at self-reliance and consolidate knowledge suggesting activities for further work, for interesting correlated teaching and easy understanding of all knowledge as a unity. The textbooks in Basic schools should serve as work manuals for both the teachers and students and make the pupils fit for higher studies. Some schools (13.90%) suggested that the Basic school text books should be written by expert teachers with national outlook. They should suit the various stages of development and should be printed in bold type with attractive get up.

While the above reasons prompt the Basic schools to have separate text books for their students, the following characteristics were suggested for them by the Basic school headmasters

TABLE 37  
CHARACTERISTICS OF TEXT BOOKS AND GUIDE  
BOOKS FOR BASIC SCHOOLS

Characteristics	per cent
1. The items of knowledge should be related to the objectives of Basic education,	84.78
2. Based on the local environment – physical, social and economic	81.74
3. Should contain suggestions for correlating knowledge with activities	80.87
4. Based on researches on attitudes and aptitudes of scholars,	80.87
5. Should contain programmes for all items of syllabus.	77.82

All the above criteria for text books of Basic schools were very strongly recommended by the Headmasters of Basic schools, as the percentages range from 71 to 91.

TABLE 38.  
SCHOOLS USING THE GUIDE BOOKS AND TEXT BOOKS

Type of books	per cent
1. Text books for students.	84.78
2. Guide books for teachers.	14.78

Only eleven to sixteen per cent of the schools said that their teachers were using some guide books, perhaps due to the fact that guide books were rarely written or prescribed on the initiative of the Education Department and so very few of them are available for teachers. Perhaps these schools might be using the material produced by private publishers or other states. Text books were prescribed by the state Education Department and they were being thoroughly used in eighty two to eighty nine per cent of the Basic schools.

The 1956-57 survey by the present investigator revealed that in Telangana the Department of Public Instruction asked the publishers to submit books for use in the Basic schools during 1955-56 and separate



books were prescribed for Basic schools during 1957-58. But later on this policy of prescribing separate text books was discontinued. There must be some difference between the text books prescribed for the old elementary schools which were examination ridden and those needed for Basic schools, where books were not the only means but one of the many media through which knowledge and culture was imparted. But now in Andhra Pradesh the pendulum swung from the idea that books were not necessary to that the books prescribed for the traditional elementary schools would do for the Basic schools also.

### GOVERNMENT EFFORT TO NATIONALISE TEXT BOOKS

Since 1959, the Education Ministers and officials of the four southern states Andhra Pradesh, Madras, Mysore and Kerala were meeting frequently in conferences and evolving common educational policies with regard to the teaching of English, Medium of Instruction in higher education, Text books etc. This step was appreciated by the Prime Minister of India and he asked the states in other zones also to follow this example. In the Bangalore conference of Education Ministers they decided that officials of the Educational Departments should meet on 17th October 1961 at Trivandrum, Kerala State to evolve a common educational pattern at primary level as far as possible and to publish textbooks in consultation with each other. The Government of Andhra Pradesh had a scheme to nationalise text-books starting with Telugu readers upto class V<sup>23</sup>. The Directors of Public Instruction considered the question of standardisation and nationalisation of text-books for primary schools and of preparation of a common syllabus for the purpose to report to the Education Ministers' conference to be held at Hyderabad on 28th October 1961<sup>24</sup>.

In the first year (1958) when the nationalisation began the Government was able to market two and a half lakhs of copies of Telugu reader for Class V and in 1961-62, the total number of copies supplied was 25 lakhs. The process of nationalisation of Telugu language text books for Classes I to V was completed by 1963 and other books by 1965. Text books for studying Telugu as the second language in IV and V classes and in the border districts of neighbouring states were prepared during 1965-66.

The Director of public Instruction, Hyderabad in a gazette notification on 17th September 1964 warned the registered agents appointed for the sale and distribution of nationalised text books not to publish or

23 *The Deccan Chronicle*, 15th October 1961.

24 *The Deccan Chronicle*, 18th October 1961.

sell guide books (keys) of the nationalised text books. The teachers and parents were also requested to discourage the use of guide books in any manner either at school or at home thereby extending their co-operation to the authorities in raising the standards of education. The Director of Public Instruction also stated that the agents should strictly adhere to the orders, in this regard. Otherwise necessary action would be taken against those who indulged in publication and sale of guide books in contravention of his orders.

The attempt to nationalise text-books was made to check the evils resultant from the continuance of their publication in the hands of a few private publishing houses, according to the recommendation of Dr. Kuppaswamy and S. Govindarajulu Committees. Unhealthy competition among the publishers and malpractices were the reasons assigned by the Government for taking over the work of writing, compilation, abridgement, printing, publication, sale and distribution of textbooks. The preparation of manuscripts of the text-books was looked after by the Directorate of Public Instruction, under the guidance of a Special Officer for Nationalisation of Text-books

For the printing and supply of the text books the Government established a Text-book Press, even exempting it by the Governor from some provisions of Factories Act for certain period in the beginning. The press was well equipped with latest machinery and was under a Superintendent, who was trained in printing for several years in United Kingdom and Germany. Import licence of the value of Rs. 5.5 lakhs had been obtained by the Government for purchasing some more offset machines and camera equipment.

The ultimate goal of the Government was to set up a Book Publication Corporation, independent of the Government authority. The bill providing for establishment of a Corporation for undertaking the writing, compilation, production, sale and distribution of text-books and general books for use in educational institutions was referred to the Regional Committee (Telangana) by Andhra Legislative Assembly on 25th November 1964. The provisions of the bill were severely criticised by the members of the opposition parties, stating that the autonomous character of the corporation would be only in name, since the Government sought to keep full control over the institution. But the Law Minister tried to justify that the Government control over the Corporation as it was related only to the extent of realisation of the social objectives of the Government. Opposition members also criticised the inclusion of an industrialist on the managing board of the corporation, and the Government sought to appoint its 'Yes men' on the Corporation. As it is, the text-book press was unable to supply books in time

and this Corporation also would be failing like other Corporations in the state under the present administrative set up. According to some legislators the Government wanted to set up the Corporation to get it out of the purview of the legislature and auditing of the Accountant General and autonomy was only an excuse.

The Book Publication Corporation Bill was perhaps going through the various committees of the legislatures and till the time of reporting this investigation the Corporation did not come into existence<sup>25</sup>.

From a letter written by shri K. Ramachandra Rao from Eluru to the Editor, Deccan Chronicle it appears that a four man committee recommended the prescription of some speeches of the Ministers of Government for non-detailed study in schools. This step was undesirable and controversial as it might result in political indoctrination of the young. The correspondent opined that the speeches of ministers could be prescribed after the individual quitted office, in case his speeches were non-political, non-controversial and of high standard expected of literary works. This was one more argument against the advisability of nationalisation of school text-books.<sup>26</sup>

Shri N. V. Basavayya criticised the Social Studies Text-books in the columns of *Medhavi* in the November and December issues in 1965. Prof. K. Vedantachary criticised the vocabulary used in the language text books as above the standard of pupils and unsuitable. He also pointed out several mistakes in grammar, style, ideas and sequence.<sup>27</sup> Several others criticized the other books in other dailies and journals.

The Government in the Education Department appointed panels of experts usually teaching the subjects in the colleges and Universities to prepare the manuscripts of nationalised textbooks in all subjects and the same books were applicable to both Basic and traditional elementary schools. These experts and experience of elementary education or Basic education, though they were well versed in their own disciplines at the college or University levels. So, the scrips they prepared lacked the elementary principles growing text-books and knowledge of child psychology.

25 The discussion on the Nationalisation of Text-books and related matters was based on the news items appearing in the *Deccan Chronicle*, 18th December 1961, 15th October 1961, 18th October 1961, 18th September, 1961, and 25th November 1964.

26 *The Deccan Chronicle*, 15th March 1960.

27 Prof. K. Vedantachary, Textbook and a Few suggestions, *Medhavi* I-III, October 1960. P. 22.

Since the same books were prescribed for both the Elementary and basic schools alike, there was no question of applying the criteria for the books meant for Basic schools discussed earlier. Absence of separate text-books for Basic schools was found to be a very big drawback for the successful practice of Basic education in the state.

## CHAPTER VIII

# The Methods and Techniques of Teaching

**I**N Basic education as, indeed, in any good scheme of education, knowledge must be related to activity, practical experience and observation. To ensure this, Basic education rightly postulates that the study of the curricular content should be intelligently related to three main centres of correlation viz. craft work, the natural environment and the social environment<sup>1</sup>

In the traditional elementary schools book was the centre of learning as information and facts useful for passing the examinations were considered to be essential, whereas in a Basic school, work and experience took its place and evaluation was not allowed to dominate the methodology as these two processes were carried out simultaneously. Besides this new approach the traditional class-room methods were also allowed to operate as a last resort. The Basic school Headmasters stated that the following methods and techniques were adopted by them :

TABLE 39  
METHODS AND TECHNIQUES ADOPTED IN BASIC SCHOOLS

Methods and techniques	Percent
1. Direct experience through excursions and visits	66.96
2. Project method	46.95
3. Group techniques	45.22
4. Problem method	42.17
5. Use of audio visual techniques-Radio, sound film & film strip,	14.81
6. Correlated technique	2.17

<sup>1</sup> Concept of Basic Education, New Delhi : Ministry of Education, Government of India, 1956.

The percentage of schools using audio-visual techniques was found significantly low in comparison to the use of other techniques. Perhaps this condition is due to prohibitive cost of the Audio-visual material. Some schools stated that they were using correlated technique of teaching with the help of processes in gardening, school sanitation, and manual work programmes. These schools were also adopting narration of stories and play way techniques recommended according to the Montessori and Kindergarten systems for the lower classes and direct and translation methods in the teaching of first and second languages. Occasionally the dramatisation or conversation techniques were also adopted. It was clear that field trips were popular and through this technique the schools could utilise the community resources to the full advantage of the students. The project method and group techniques and even the problem method (as mentioned in the order) go together as projects involved problems and groups were organised to execute the projects. But the correlated technique of teaching was not adopted by a majority of the schools and it was surprising to note why this method recommended specifically for Basic schools was not popular in practice.

The above table only gives the percentage of schools using various methods and techniques. However, no attempt has been made in this study to ascertain the extent to which these techniques are used in Basic schools.

The Educational Officers were asked to state the methods usually adopted by the school teachers, comment on their suitability to the Basic schools and suggest any measures for improvement in the techniques used.

#### **Correlated Technique of Teaching :**

While about five per cent of the Headmasters stated that they were using correlated technique of teaching, forty seven percent of the Educational Officers stated that this method was usually adopted by the schools. In the Headmasters list it ranked sixth, while in the Educational Officers list its rank was first. This discrepancy could be easily explained. In the Basic system of education the teachers were expected to follow the correlated technique of teaching and when the Educational Officers visited these institutions the teachers adopted this technique to impress their officers. The high percentage of Educational Officers mentioning that this method was usually adopted was due to this deceptive impression, while the teachers might have adopted other methods when the Educational Officers did not visit the schools.

Commenting on the operation of this method the Educational

Officers stated that this method was difficult though important, and so it was used to a limited extent. The teachers were not intelligent enough to show originality and the method was considered to be beyond the equipment of the average teacher. This method was also failing as the necessary craft equipment and raw material was not supplied in time and the quantities were insufficient for organising productive activities. This method was considered to be suitable for all subjects except the teaching of languages, in which case direct class room techniques are usually adopted. Frequent refresher courses, class teacher system and hard work on the part of the teachers were recommended to make this technique successful.

#### **Other class-room Techniques :**

Thirty two per cent of the Educational Officers mentioned that the usual methods adopted in the traditional elementary schools were adopted in the Basic schools also. These methods were theoretical without invoking pupil experiences and so they were not very suitable to the Basic schools. Some times these techniques were adopted due to lack of suitable equipment for practical work. Some of them said that these direct techniques were more helpful than the activity methods, for covering the syllabus in time.

#### **Text Book Method .**

Twenty one per cent of the Educational officers stated that the text book method was used. They said that book centred methods occupy secondary position in Basic schools, as they kill the correlated approach, though they might be more helpful in developing the three R's at the expense of the systematic growth of other aspects of child's personality. Though the use of the text book might be permitted predominantly for the teaching of language, other work centred methods should be encouraged more for the teaching of other subjects.

#### **Lecture Method .**

Nineteen per cent of the Educational Officers stated that the teachers used lecture method, as teaching aids and craft equipment were lacking, though this method was less suitable for the elementary school child and the treatment of the subject at this stage.

#### **Project Method :**

Though this method ranked second in the Headmasters list it occupied only fifth position in the Educational Officer's list, as only fifteen per cent of them mentioned the use of this method. This method

was adopted by the teachers as it affords learning by doing and this method though suitable would be successful only if the teacher was resourceful.

### **Herbartian Steps :**

The Herbartian steps were very popular in the Training Institutions and five per cent of the Educational Officers made a mention of this technique. These steps were not mentioned by the Headmasters, though they were insisted upon during the training period. This technique was said to be adopted for eliciting information from the students. Some Educational Officers said that their suggestions given in this regard during the inspection were ignored by the teachers.

One to five per cent of the Educational Officers mentioned several other techniques in use such as heuristic, story, narrative, exposition, explanation, discussion, object teaching, look and say, translation, memoritor, play way, and question answer (Socratic). These techniques were adopted along with other major methods discussed above. The Educational Officers did not mention excursions, field trips, group techniques, problem method and use of audio-visual aids said to have been used widely by the teachers.

The Educational Officers made several recommendations for improvement of the methods of teaching in the Basic schools. Adequate supply of craft equipment and land for gardening should be ensured. The quality of teachers should be improved through frequent inservice courses, so that they might do hard work in selecting methods suitable for the realisation of the aims and objectives of the different courses. Correlated technique of teaching was felt to be difficult and so the teaching of the subjects and crafts might be permitted without insisting on relating them to each other. Teachers could be given more freedom in case class-teacher system was adopted universally. Residential schools might help the improvements of the teaching techniques. Perfect preparation on the part of the teachers was essential and they should be encouraged to adopt excursions, project method, activities and give more work experience to the students, so that knowledge could be made more functional and applied. But forced correlations should not be encouraged. Self-sufficiency aspect should not be insisted upon too much. The Basic Training Schools should constantly try new methods and reduce the gap between their techniques and the actual school practices. Teachers also should be allowed to experiment with new dynamic methods of teaching and show some originality.

About eighty per cent of the Educational Officers stated that they give demonstration lessons either in the centre classes organised once



in a month in different zones under their jurisdiction or in the individual schools during their inspection visits. The number of lessons each Officer taught every year ranged from three to thirty five. Obviously they demonstrated the new techniques of teaching according to the need. In some cases they ask one of the experienced teachers to teach a model lesson and other teachers were asked to observe and criticise the lesson. The Educational Officers also participated in the discussion of the lesson and offered their suggestions for improvement. While this was the general practice a few Educational Officers stated that they were not expected to give demonstration lessons.

### **ATTEMPTS TO PROMOTE CORRELATED TECHNIQUE OF TEACHING**

Even though correlated technique of teaching was considered to be difficult and generally schools did not follow this device as a usual practice, it was reported that 63.91 percent of the schools were attempting to try this technique.

#### **Lesson Plans and Schemes .**

The importance of correlated technique of teaching was recognised by the teachers, and it looked as though sincere efforts were being made to make it as successful as possible. In a teachers' study camp conducted at Nalgonda several recommendations were made for adoption of correlated technique of teaching. The first need was to plan the syllabus divisions to suit the temporal units. Then suitable crafts and activities like community cleaning, individual hygiene, garden work, hand work, spinning, elections, assembly, prayer sports and games, cultural activities like the celebration of the festivals of all religions – Hindu, Christian, Islam etc. – social service, excursions etc. should be selected for teaching the different related units of the syllabus. The study camp suggested a number of lessons and activities which could be related. But in many cases the suggestions appeared to be mere associations and correlations between the units of knowledge and the processes of activities recommended. The study camp also recommended the preparation of schemes of lessons under the following horizontal heads :

1. Serial number,
2. Class,
3. Subject,
4. Lesson,

5. Aspect of the lesson,
6. Activity or craft processes,
7. Specific objective.

Then the camp demonstrated another lesson plan attempting multilateral correlation for which the following horizontal items were suggested :

1. General aim,
2. Specific aim,
3. Serial number and steps,
4. Craft or other activities,
5. Details of the processes of the activities,
6. Related subjects,
7. Lessons or items of knowledge,
8. Techniques of teaching

The item No. 3 above was again further sub-divided vertically into the following aspects ;

1. Introduction,
2. Presentation,
3. Recapitulation,
4. Black board work,
5. Home assignment.

Some Basic schools and many Basic Training Schools in their practising schools followed the correlated lesson plan given below :

#### CORRELATED LESSON PLAN

1. Name of the teacher,
2. Name of the Grade,
3. Date and time,
4. Number of students,
5. Subject and topic,
6. Crafts and activities,
7. Teaching aids and equipment,
8. *Aim* :
  - a. General skills intended for through the activity
  - b. Specific aim or knowledge of the subject or subjects intended to be correlated with the activity.

## ACTIVITY

- 9 The plan and organisation of the activity :
10. Actual operation of the activity, beginning, continuation and ending and how the skills intended are planned through activity :
11. Steps to handle the craft or activity material with care or precautions to be taken

## CORRELATION

	Steps	Matter	Correlation	Blackboard work
12.	Stage of the activity at which the topic will be introduced.			
13.	Details of presentation			
14	Testing and recapitulation			
15	Scope of pupils' written work.			
16.	Follow up work, based on the activity plan, and things which the pupils should bring into practice in their own lives, after having learnt the same through life in the school.			

Shri T. Ramakrishna Reddy recommended the planning of weekly schemes of Correlated lessons under the following horizontal heads :

- 1 Name of the teacher,
2. Date,
3. Name of the School,
4. Class,
5. Details of the unit,
6. Activity,

7. Technique of correlation.
8. Other relevant details.

Whenever the Basic institutions attempt to write down a correlated teaching scheme for a month or for a week or a lesson plan for teaching a small unit on a particular day first they select the syllabus item from the bi-dimensional annual syllabus divisions discussed in Chapter VII under curriculum and use most of the items suggested in the above discussion.

#### Types And Situations of Correlation :

Correlated technique was broadly divided into collateral and non-collateral, depending on whether the activity and the content knowledge were treated simultaneously or content was taught after the activity was over. Then again this technique was adopted for teaching a single subject (unilateral) and also to teach more than one (multilateral) subject at a time. The following are percentages of schools in Andhra Pradesh adopting these different types of correlation

TABLE 40  
TYPES OF CORRELATED TEACHING ADOPTED

Types of correlation	Percent
1. Multilateral correlation	56.09
2. Unilateral correlation	29.57
3. Collateral correlation	14.31

Multilateral correlation was in wide use (56.09%) especially in the Rayalaseema region (70.34%) than unilateral and collateral techniques. This data supported the study of Shri V. Ganapathi who reported that 29, 21 and 13 teachers stated to be using these types of correlation respectively. It meant that the teaching of several subjects relating the same to a single activity was popular. This technique was considered to be most ideal and natural but difficult, and it would be successful, in case there was class teacher system.

The following programmes were generally adopted as they provided more opportunities for correlated teaching :

2 Shri Ramakrishna Reddy, I. 'Lesson Plan', *Medhavi*, Basic Education Special Number, January 1961.

TABLE 41  
PROGRAMMES ADOPTED FOR CORRELATED TEACHING

Programmes	Per cent
1 Craft work	61.74
2. Nature study	61.74
3. Cultural activities	48.69
4 School community life	46.08
5 Social service programmes	46.08
6. Study of social environment	38.26
7. Study of physical environment	27.39
8 Study of Economic environment	15.65

Craft work and nature study were utilised by a majority (61.74%) of the schools, while cultural, community and social service programmes take the second place (46 to 49 per cent). The physical and socio-economic environment was not exploited by many schools (15 to 39%). This situation supported the allegation of the Assessment Committee and Ekbote Committee that the schools were not exploiting the physical and social environment of the child. Though many schools appear to be utilising nature study, they were definitely ignoring the community resources, and especially the economic activity going around the child.

The Head masters were asked to state which of the situations under the different programmes in Basic schools were helpful for correlated teaching. A majority of the schools (53.17%) mentioned seven items of craft work like spinning, tailoring, carpentry and gardening processes (watering the plants, observing insects in the school garden) and other handicrafts.

As many as 33.22 per cent of the schools gave fourteen items of the school cultural and community activities which were helpful for correlation like games and sports, cleanliness programmes, prayer, quarrels among children, entertainments, elections, celebration of national festivals celebration of birth and death days of great men, organisation of processions in connection with the celebrations, flag hoistation in connection with functions, community duties, music and cooking.

Some schools (19.55%) mentioned six situations from the social and economic environment like social festivals of the village, local panchayat meetings, visits to temples etc. and village community service. A few (12.17%) schools said that subject to subject correlation was

<sup>3</sup> Shri Ganapathi, V. On Investigation into the Correlated Technique of Teaching; Unpublished M. Ed. Thesis, 1961. Hyderabad, Osmania University, P. 276.

done, while 3.47 per cent of the schools mentioned study of physical and natural environment like agricultural operations etc.

According to a study conducted by Shri V. Ganapathi in Andhra Pradesh under the guidance of the present writer, gardening, spinning, paper and card board work were proving more helpful in teaching social studies. The other activities helpful were preparation of models and maps village survey, observation of climate, visits to local market, factories, religious places, etc. Social service first aid, superstitions, epidemics, customs and manners of villagers, celebrations of festivals, cultural activities school community life, elections to local bodies, were also suitable for correlating a number of items of social knowledge of the Basic school curriculum.<sup>1</sup>

In Basic Schools the craft equipment and other traditional teaching aids like pictures, text books, guide books, scrap books, charts, models, diagrams etc. were also used. According to the figures collected from the Director of Public Instruction Hyderabad twenty per cent of the plural teacher Junior Basic Schools and sixty per cent of the Senior Basic Schools had radio sets or were having the facilities for listening radio. Out of them 18.95 per cent of the Senior Basic Schools were registered as listening schools. Only one plural teacher Junior Basic School was having the facility of a film projector.

#### **Literature on Correlated Teaching :-**

The correlated technique of teaching could be more successful, in case some literature was being developed on this technique, based on the experiences of the class room teachers.

The Basic schools in Andhra Pradesh were asked to state whether any literature was developed by the teachers on the correlated technique of teaching. The following information was available :

<b>Name of the teacher</b>	<b>Literature developed</b>
1. G. Narasimha Murty	Correlation of Social Studies, Arithmetic, Language and Science with gardening and soils
2. G. Appa Rao	Correlation of Language and Science with plantain plantation.
3. V. Subba Rao	Correlation of Language, Arithmetic, Science and Geography with watering the plants.

1. Ibid.

4. Amartaluri Prasada Rao      Correlation of Language, Arithmetic, Science, Social Studies drawing and Music with Flag hoisting ceremony.
5. Dandikalla Sreeramulu      Correlation of history – Asoka and British rule, Civics and discipline through National Flag and its importance
6. Nadella Jagannadha Rao      Correlation of Arithmetic with cotton craft – 'From Cotton Plant to Clothes'.
7. K. V. Satyanarayana      *Samanya Bodhana Vishayamulu* (A comprehensive book on the correlated technique of teaching, written in Telugu language)
8. S. Ramayya      Correlation of Language, Arithmetic, Science with cotton craft and fodder of cattle
9. Ananta Ram Sastri      Germination of seeds; Characteristics and conditions.
10. Subba Rao      Arts and Architecture in Vijayanagar Empire under Shri Krishna Deva Raya.
11. Krishna Murty      Nature study through excursions.
12. P. Venkata Reddy      Spinning and Ploughing.
13. T. Narasimham      Correlation of Counting and addition with spinning and gardening
14. T. Krishnayya      '*Dandakaranyam*' Dramatisation in School Garden.
15. T. Narasayya      Germination of seeds.
16. S. Makdoom Ali      Correlation of Mathematics through gardening.
17. Agama Raju      Correlation of Hygiene, Science and Arithmetic through spinning

Most of the above literature was in unpublished condition and it would be very profitable if this effort of the teachers was encouraged by the Government. The State Council of Educational Research and Training could be asked to read these scripts carefully, revise and publish the same to suit the class room teacher.

### Gulf Between the Training School and Basic School -

There was a general talk that if the teachers followed the methods and techniques taught in the Training institutions it would be difficult to finish the syllabus. Sixty per cent of the Basic Training Schools denied this belief, while ten per cent of them agreed and thirty per cent of the institutions could not express any definite opinion. It is interesting to note that only 22.7 per cent of the Basic schools stated that they were able to cover the syllabus, if Training methods were used, while 67.83 per cent of them clearly stated that there was gulf between the Training Institutions and actual practices in the Basic schools and so it was not possible to finish the courses, if the techniques taught at the Training Institutions were adopted in the Basic schools.

This was a very serious gulf between the Training institutions and the practices in the Basic schools, which needs further probe and settlement. The responsibility for this gulf might be lying both with the Training institutions and the Basic schools. The techniques might not be suitably developed and taught well by the training institutions in relation to the needs of the schools, or the Basic schools might not be fully equipped and encouraged to follow the same techniques.

The teachers (38.26%) were unable to adopt the Training school methods and especially correlated technique in the teaching of poetry, songs, grammar - number, vowels, consonants, *vibhaktis*, and increasing vocabulary in languages of Telugu Hindi and English, ratio, proportions interest in Arithmetic; Food, revolutions of the earth, matter and its forms in General Science; eclipses, Mogul history, Sivaji and Krishna Deva Raya of Vijayanagar, biographical details of kings and rain fall in Social Studies; and Music in Fine Arts.

### Difficulties in the Way of Correlation :-

The above were some of the examples where the teachers were feeling difficulty in adopting the technique of correlated teaching. The want of a core curriculum was the first stumbling block in this direction. The following table gives an idea of the things obstructing the teachers from the realisation of the core aspects of the curriculum.

TABLE 42  
OBSTRUCTIONS FOR REALISATION OF CURRICULUM

Obstructions	Percent
1. Rigid time tables and daily routine of the schools.	55.22
2. Rules and regulations of the higher offices of the Education Department.	50.00
3. School rules and traditions.	38.69



As many as 53 to 57 per cent of the schools felt that the rigid time tables and daily routines framed by the schools themselves, under the pressure of tradition and insistence of higher offices came in the way of correlated teaching. Equally obstructive were the rules and regulations of the higher offices of the Education Department (42 to 54 per cent). The school rules and traditions (32 to 54 per cent) though some times obstructive could be changed by the schools themselves, but the change must come from the Education Department itself in the case of their directions issued from time to time if they were proving to be an obstruction for the employment of the dynamic methods of teaching for the realisation of the core curriculum.

In the study conducted by Shri V. Ganapathi it was revealed that financial difficulties and non availability of equipment and raw materials in required number and quantity as the factors affecting their efforts in correlated teaching. The difficulties confronted by teachers in following the technique of correlation with special reference to the teaching of Social Studies were classified into (1) Administrative (2) Methodological (3) Social (4) Economic and (5) Miscellaneous. Trained teachers were not available in sufficient number and schools did not have enough accommodation for organising various activities. Enough space for gardening was not available and raw material for craft work was not supplied in time. In some cases the latest syllabus was not available with the schools. There was no co-operation between the Headmasters and the assistant teachers. The parents and the community were prejudiced against the methods adopted by Basic schools. Generally the teachers complained against the Training institutions saying that they did not do a good job in sufficiently training the teachers in the new methods.<sup>2</sup>

The Basic schools in Andhra Pradesh mentioned the following difficulties in following the correlated technique of teaching, duringd this investigation :

TABLE 43  
DIFFICULTIES IN THE WAY OF CORRELATED TEACHING

Difficulties	Percent
1. Lack of material and teaching learning aids	81.74
2. Required funds not provided.	73.48
3. Lack of facilities for introduction of crafts.	73.04
4. Lack of reference library	71.30
5. Lack of texts and guide books and books on correlation, in regional language.	68.69

2 Ibid, Pp .272-289.

1	2
6. This technique was not suited to teach certain subjects.	67.82
7. Allotment of different periods for different subjects harmed correlated teaching	65.22
8. Syllabus was not suitable to the local environment.	63.48
9. Teachers, Educational Officers, leaders and community had belief in Basic education.	63.48
10. Lack of expert guidance in case of difficulty.	63.04
11. Parents object to children undertaking manual work	63.04
12. Non-co-operation of the Assistant teachers Educational Officers, Parents, Public and other officers	62.17
13. Basic Training Schools have not given due prominence to this technique.	56.52
14. Defects in School organisation.	53.04
15. Children do not evince any interest in correlated lessons.	51.30
16. All teachers do not have equal proficiency to correlate all subjects to activities	50.43
17. Matriculate teachers can not adopt this technique of teaching	26.08
18. Basic trained teachers with conviction in this method are not appointed as Headmasters	47.83
19. Logical order will be disturbed in correlated teaching	46.08
20. Teachers lack proficiency to teach crafts.	46.04
21. Indifference of officers and teachers who did not undergo basic training.	45.65
22. Teachers with faith in Basic education were not appointed.	48.69

The above was more or less appears to be an exhaustive list of difficulties in the way of adopting correlated technique of teaching. A number of schools ranging from sixtyeight to eightytwo percent felt that the difficulty centred round lack of material facilities, equipment, teaching aids, text books for students and guide books for teachers and other books on the technique of correlated teaching. Then fifty three to sixty six per cent of the schools stated that the syllabus was not suitable to the local environment and worked out in a defective school organisation like allotting different periods for different subjects in the time table. They said that this technique was mostly failing because teachers, officers, leaders parents and community did not have any belief in this system

and there was no expert guidance for them. It appears that the Government should take immediate steps to supply sufficient and suitable craft and other equipment to the schools and also equip the teachers with necessary know-how to handle the activities to make the correlated technique of teaching successful.

Thirty one per cent of the Educational Officers stated that sufficient equipment and accommodation for craft and other activities were not provided for the schools. The available equipment did not arrive in time and was not of good quality. Twenty nine per cent of them stated that the subtleties of correlated teaching were not understood by many teachers and even by some teacher educators and it showed that the present teachers were not competent enough for responsible, sustained hard and regular work, as this was beyond their training and qualities. Fifteen per cent of them frankly admitted that the correlated technique of teaching was not functioning satisfactorily and the lessons were scientific on paper while the activities were most unnatural and forced. They also said that they had no time to guide the teachers (6%) who did not get suitable situations for correlation and so they followed the traditional methods of teaching. Adoption of spinning alone as a Basic craft restricted the scope of correlation. Nine per cent of the Educational Officers said that suitable textbooks and guide books written by experts were not available. All the above cited reasons for the slow progress in the adoption of correlated teaching corroborated the items collected from other sources. Some Educational Officers (15%) were taking remedial measures like teaching model lessons, tendering advice to teachers, orientation of teachers and posting well trained teachers wherever it was possible. About twenty three percent of the Educational Officers gave valuable suggestions like limiting the curriculum and making the teacher thoroughly acquainted with its content and technique, preparation of literature for the teachers and in-service training for acquainting him with the latest trends, organising conferences of teachers in which model lessons were taught and criticised. Yet as cent per cent skill was not acquired or expected through this technique, it might be used to the extent possible without any rigidity. A well trained Deputy Inspector of Schools might be appointed in each block for guiding the strict implementation of this technique.

The headmasters of Basic Schools in Andhra Pradesh suggested the following measures for removing the difficulties in following the correlated technique of teaching :

TABLE 44  
SUGGESTIONS FOR REMOVING THE DIFFICULTIES IN THE WAY OF  
CORRELATED TEACHING

Suggestions	per cent
1. Basic Training Schools should give more importance for this technique.	81.74
2. Teachers should be given scientific knowledge about crafts.	80.87
3. Universities and research centres should carry out thorough research on this technique and supply their results to the schools.	80.37
4. Curriculum should give suggestions for correlation.	79.56
5. Teacher to study the literature carefully	79.13
6. Good guide books for teachers and text books for students to be supplied	79.13
7. Items that cannot be taught in correlated way to be taught through the traditional techniques.	76.52
8. Curriculum should be revised to suit the local environment.	76.52
9. Teachers should be given freedom to make adjustments with the curriculum and method to suit the local needs.	76.08
10. Simple activities should be selected discarding heavy craft work.	72.60
11. The schools should be supplied with the researches conducted in different parts of the country	68.26
12. Items that cannot be correlated should be postponed	43.48

The suggestions also included from about four per cent of the schools that institutions should be organised on residential lines and teachers should be provided with quarters so that there would be closer teacher-pupil contact. These schools further suggested that there should be prompt supply of equipment and provision for model lessons. The first eleven suggestions made by the head masters appear to be significant as the percentages ranged from sixty eight to eighty two. These suggestions followed from the defects discussed in the previous pages and most of them got corroboration with those made by the Educational Officers. The first six suggestions getting frequencies of more than 79 per cent deal with equipping the teacher through pre-service, and in-service training, researches in the curriculum, provision of guide books, and text books. So Curriculum, Training and Text and Guide

Books attain importance. The suggestions ranging from forty three to seventy six per cent deal with dilution of the present situation i.e. revision of the syllabus, adoption of traditional techniques or postponement of the teaching of certain items adjustments with the curriculum and introduction of simple activities instead of organising systematic craft work.

The teachers felt that they did not get sufficient training in craft work and correlated technique of teaching. Some training institutions reserved only one lesson to be taught through this technique out of every eight practice teaching lessons of the trainees.

Therefore, provision should be made for suitable equipment to carry on craft and other activities helpful for correlation. Good libraries with books on this technique should be provided. Only basic trained teachers should be appointed as headmasters of Basic schools. The teachers should be given sufficient in-service training through frequent seminars and conferences in the latest techniques of correlated and other related methods of teaching.

The above recommendations of the researcher were further corroborated by the remedial measures suggested by the Educational Officers and the Head Masters of Basic schools in Andhra Pradesh, in the matter of improving the status of correlated technique of teaching.

The new dynamic methods of teaching especially adopting the technique of correlation with work experience tend to result in some production involving a few crafts introduced for instructional purposes. So, in the next chapter a discussion is attempted on how craft work is organised and to what extent its productivity contributed to self-sufficiency.

## CHAPTER IX

### The Craft Practices and Self Sufficiency

Productive, creative and socially useful work in which all boys and girls may participate, irrespective of any distinction of caste or creed or class, is placed at the very centre of Basic education.\*

#### Objectives of Teaching Craft Work :

As in the case of other subjects, the syllabi so far prescribed in Andhra Pradesh did not mention any specific objectives for the teaching of crafts. The popular belief of the average teacher and a majority of the parents was that the craft education prepared the student for future life by helping him to earn a living. Some teachers who were good students of Basic education understood that craft work had both educational and economic objectives. No attempts were made either by the researchers mentioned in Chapter I or by the Special Committee for Basic education : Andhra Pradesh 1961 to ascertain the objectives set, or to recommend objectives for the organisation of craft education in Basic schools. The following were the objectives of teaching of craft mentioned by the Basic schools during the course of this investigation.

TABLE 45  
OBJECTIVES OF TEACHING CRAFTS IN BASIC SCHOOLS

Objectives	Percent
1. To give vocational training to the students,	76.96
2. To inculcate dignity of labour in the students,	74.78
3. To make worthy use of leisure time by the students,	72.17
4. To teach different school subjects through craft processes,	69.56

\* *Concept of Basic Education*, 1956, New Delhi : Ministry of Education, Government of India

	1	2
5	To train senses and muscles of the students,	63.91
6	To enable the students to help their parents in their vocations,	61.74
7.	To earn money for the school by selling the craft products.	39.13

About 4.30 per cent of the schools stated that craft work was being forcibly organised in the schools because the Government ordered for its implementation in Basic education and its cherished objectives could not be realised in the schools, as they were unworkable, and importance of real education was not recognised. But craft work was organised by many teachers to create in the students interest in the work and dignity of labour and discipline or to shed their laziness and to provide them with mental and physical exercises developing some skills in them. The students realised that good fruits were the result of hard work and ultimately they were prepared to rely on themselves in future life, so that they were employed well and felt happy in life. This was the random thinking of a minority of the school teachers in the state.

A big majority of the schools (72 to 80 per cent) stated that the objective of teaching craft in a Basic school was to give vocational training, making worthy use of leisure time to develop dignity of labour. Next preference was given to the educational aspect (63 to 70 per cent) stating correlation of different school subjects and development of the senses and muscles of the students intended through the teaching of crafts. The old idea of earning money through the craft products was entertained by a small minority of 39.13 per cent of the schools, which were not informed about the latest position of the objectives of teaching crafts.

A majority of the Basic Training Schools supported the objectives of dignity of labour (56.25%) and teaching of different subjects through craft processes (50%). Many other Training Schools (43.75%) stated vocational training, worthy use of leisure time and development of muscles as the objectives. Some of them (25%) mentioned that earning money for the school and helping parents in their vocations as the main objectives. A few of them (6.25%) stated that crafts were taught compulsorily keeping in view the fruits of self-reliance, employment and happy life, as a result of hard work.

Many teachers missed the point that a Basic school was not a vocational school. Educational aspects were to be given the first pre-

ference while making every effort to make the craft products salable and useful. This position must be made understood by all the teachers working in the Basic schools.

#### Criteria for selection of Basic Crafts:

The objectives discussed above could be realised perfectly, if the crafts were selected according to a suitable criteria. The Educational Officers, the Basic Training Schools and the Basic Schools gave the following criteria.

TABLE 46  
CRITERIA FOR SELECTION OF BASIC CRAFTS

Criteria	Educational Officers	Head-masters of Basic Training Schools	Head-masters of Basic Schools
1	2	3	4
1. Availability of implements, raw material, facilities for repairs and accommodation for organising craft work	75.00	74.90	49.99
2. Aptitude and liking of the student for the craft.	8.00	87.90	58.70
3. Crafts selected according to the liking of the higher officers	5.00	81.25	62.61
4. Students can work this craft easily.	17.00	43.75	32.17
5. Possibility of teaching different school subjects and development of character.	8.00	56.25	30.00
6. Need and demand for the craft products locally.	30.00	43.75	29.50
7. Many parents and others practise this craft locally.	49.00	31.25	20.00
8. Availability of trained teachers for teaching this craft.	4.00	50.00	29.13
9. Less expenditure and more income through the craft.	24.00	18.75	15.65
10. Possibility of employing many pupils in the craft.	—	25.00	31.74
11. Availability of technical help from local craftsmen.	5.00	18.75	10.75
12. Parents advice to children for learning this craft.	8.00	18.75	7.83

The above table reveals some very interesting and divergent opinions of Educational Officers, teacher educators, and headmasters of



basic schools - who seem to represent the administrative, academic and practical points of view in laying down the criteria for the selection of basic crafts. If the opinion of Headmasters of training schools is kept as the central point of comparison the divergence in the opinions of the educational officers and the headmasters of basic schools is on the negative side with a few exceptions.

The Basic Training Schools and the Educational Officers (75%) firmly believe that local conditions like the supply of implements, raw materials, repairs to the implements and accommodation in the schools must be taken into consideration in selecting the Basic crafts. The Basic Training Schools and the Basic Schools (87.50% and 58.70% respectively) state that the crafts selected should be based on the aptitude and liking of the students, while the Educational Officers were not interested on this point (8%). Both the Basic Training Schools and Basic Schools (81.25% and 62.61%) stated that crafts should be selected according to the liking of the higher officers, which position very few Educational Officers favoured (5%). The items mentioned by the Educational Officers in the rank order indicated that they kept the administrative consideration in view while suggesting the criteria for the selection of the Basic craft like the availability of facilities and local prevalence of the craft to feed the school with equipment, material, technical help, local need and demand, less expenditure and more income. But the view point of the Basic Training School was different from the Educational Officers as they suggested more academic considerations like the aptitude of the student, local facilities, educational possibilities, easy working by the student, guidance by parents as they practise the craft at home, and availability of trained teachers. Basic schools viewed this with both administrative and academic considerations. They tacitly recommended dependence on the liking of the higher officers, local conditions, aptitude and easiness of the students. On the whole local bearing, aptitude of the students and approval of the higher officers appear to be essential criteria for the selection of a Basic craft.

The Special Committee for Basic Education, Andhra Pradesh recommended the following criteria.1

1. Whether the craft is practised in the locality in which the school is situated,
2. Its educative possibilities,
3. Children's liking, and
4. Availability of raw materials and equipment.

The above criteria for the selection of the Basic craft were for the administration. The students also apply some criteria for the choice of

a particular Basic craft from those provided by an individual school. The following are the responses from the Basic schools regarding the considerations of the students for the selection of Basic craft:

**TABLE 47**  
**STUDENTS CONSIDERATIONS FOR THE CHOICE OF BASIC CRAFTS**

Considerations of choice	Per cent
1. Interest in the craft	48.26
2. The craft is compulsorily given and no choice involved	43.04
3. Aptitude for the craft	41.30
4. The craft is easy to do	41.30
5. Other Crafts are not available	49.56
6. Ability to do the craft	31.30
7. Other students have taken the craft	26.08
8. More money can be earned through the craft	18.69
9. The craft is done hereditarily by the family	9.13
10. Parents advice	8.08

In many cases (39 to 44 per cent) the students had to be given one particular craft as other crafts were not provided by the schools. For example in many schools according to the decision of the Government spinning and weaving have been introduced as Basic crafts and in that case there was no choice left to the children in selecting a craft according to their liking. But in thirty one and forty nine per cent of the schools the students selected crafts according to their ability, aptitude, interest and easiness to work the craft. Hereditary or parental influence and financial or gregarious considerations were least significant in the selection of the Basic craft by the students. This data was corroborated by the Basic training Schools (37.50%), which said many crafts could not be provided to satisfy the students choice according to their aptitude and interest.

#### **Crafts in Practice :-**

As mentioned in Chapter VII 'Curriculum and Text Books' the old Basic syllabus prescribed the following crafts :

1. Spinning and weaving,
2. Gardening and Agriculture,
3. Paper folding,
4. Card Board Modelling,
5. Wood work,
6. Metal work,
7. Home craft consisting of:

- (a) House wifery
- (b) Cookery,
- (c) Laundry,
- (d) Needle work.
- (e) Domestic farming

According to a study conducted by the National Institute of Basic Education, Delhi, in Basic schools in Andhra craft work was a compulsory part of the programme of studies in all classes and this was utilised as a centre of correlation. The craft prescribed in the syllabus was cotton craft, but the school was permitted to follow any other crafts as optional subsidiary crafts with the approval of the Department. The general science which was a compulsory subject included gardening.

Again as discussed in Chapter VII the new seven year integrated syllabus recommended some activities which include some productive crafts also, to be practised from grade three onwards. They were :

1. Cleaning and ginning of cotton and spinning,
2. Gardening which was included under General Science as practical work,
3. Paper work,
4. Clay modelling,
5. Free hand drawing,
6. Colouring the outlines supplied by teachers, and
7. Preparation of picture albums.

On comparison between the status of craft work before and after the introduction of the seven year integrated elementary education curriculum from the year 1959-60, one could easily see the dilution of the level of craft work, from the number and types of crafts or activities recommended and the introduction of the same from grade three only.

TABLE 48  
NUMBER OF SCHOOLS INTRODUCING DIFFERENT MAIN CRAFTS

Name of the Craft	Number of Schools mentioned
1. Spinning	126
2. Kitchen Gardening	82
3. Clay modelling	28
4. Mat weaving	19
5. Agriculture	15
6. Paper folding	14
7. Cloth weaving	13

1	2
8. Art (Drawing and Painting)	11
9. Navar tape weaving	9
10. Toy making	7
11. Tailoring	6
12. Embroidery	6
13. Basket weaving	6
14. Wood cane and Bamboo work	5
15. Book binding	5
16. Pottery	5
17. Card board modelling	5
18. Leather work	2
19. Kambal weaving	2
20. Paper making	1
21. Tattis weaving	1

According to the Educational Officers the most popularly practised crafts were Spinning on Takli or Charka (11%), Vegetable kitchen gardening or horticulture (5%), Navar tape weaving (13%) and about one to five per cent of them mentioned the other crafts contained in the above list and new crafts like leaf work, rope making, palmyrah leaves craft, Knitting, Fibre craft, Brush making, Bamboo work, (chulmanchitz making), Bee keeping, Soap making, Cane weaving Smithy and metal work, Home craft, Printing Carpet weaving and compost making.

The Special Committee for Basic education, Andhra Pradesh recommended the introduction of Book-craft including paper and cardboard work leading to wood and metal work, Pottery, Fisheries and Home Craft, and these crafts were also recommended by the Ministry of Education, Government of India.

Many new crafts could be introduced if the suggestion of the Special Committee was followed.

We are told that, so far, the department has not undertaken investigations to measure educational potentialities of craft with a view to determining the extent to which academic knowledge can be imparted through each of the crafts, the extent to which each of the crafts may be expected to arouse and sustain the interest of school children, the extent to which each craft could be spread over the various grades in their gradually increasing difficulty and complexity, etc. It is also worthwhile to explore the usefulness of particular craft in a particular area. The Department should do this survey with the assistance of the training colleges and institutes<sup>6</sup>.

<sup>6</sup> Report of the Special Committee for Basic Education Op. Cit. P. 67.

The Department of Public Instruction did not conduct such a survey so far. From the above list spinning on *Takli* or *Charka* and vegetable and fruit gardening were very popularly practised. Clay modelling, Mat weaving, Paper folding, and Navar (cot tape) weaving could be easily made more popular. With all its advantages Spinning and Weaving crafts did not satisfy the local bearing aspect of the criteria of selection of a Basic craft, as cotton plants were not grown everywhere in the state. In view of the acute food problem, it is advisable for the Government to think seriously of allotting extensive plots of land to the Basic schools and popularise the Gardening craft on a very large scale. This could be easily given the status of a main craft universally through out the state as this craft satisfies all the criteria for the selection of Basic craft from the point of view of the administration, students interests and academic interests. Land is available everywhere in the state and the Revenue Department has to take interest in allotting five or six acres of land to each school in every village, similar to the allotment of vast areas of land to the political sufferers. The men at the helm of affairs should take a little interest to help the schools and thereby the pupils, the educational system and the country as a whole.

While Gardening could be the compulsory major craft for each individual pupil, there was still room for the practice of some more crafts, as presently the schools reported to be teaching one or two major crafts and two or three subsidiary crafts, and this practice could continue. The undue importance given to Spinning and weaving should be checked as this step led to the unpopularity of Basic education to a great extent. This could be done by giving the due place to Gardening.

#### Scholars Studying Each Craft

An attempt was made to ascertain the number of scholars studying the different crafts and hobbies in the Basic schools of the state. The following is the position according to the figures collected from the Director of Public Instruction, Hyderabad

TABLE 85  
SCHOLARS PURSUING DIFFERENT CRAFTS

Craft	Basic Craft	Hobbies	Pre-vocational subject,
1 Spinning and weaving	6,161	1,45,778	42,656
2 Gardening	5,083	49,980	9,740
3. Clay modelling	1,564	22,513	—
4. Paper work	1,867	8,930	2,850
5. Rope making	8	234	—
6 Mat weaving and Tailoring	271	4,115	9,062
7 Home Science, Carpentry and Fine Arts.	664	8,454	6,857

From the above figures also it could be found out that Spinning, Gardening and Clay Modelling were the most widely practised crafts, either as main Basic crafts or minor crafts and hobbies.

### Time Devoted for Craft Work

Dr Zakir Hussain Committee recommended the organisation of craft work for three hours and twenty minutes per day,<sup>7</sup> while the syllabus recommended by the Ministry of Education, Government of India stated that craft work should last for two hours a day in the first two grades, two and a half hours from the third to fifth grades and three hours from sixth to eighth grades<sup>8</sup>. The Hand-book for Teachers of Basic Schools recommended two to two and half hours in the junior grades and three hours in the senior grades. The Hindustani Talimi Sangh, Sevagram and the old Basic curricula of Andhra Pradesh suggested two hours per day uniformly for all grades. Surprisingly enough the new seven year integrated syllabus now recommended for the Basic schools did not make any mention of the number of periods that should be devoted for Arts and Crafts suggested for practice from class three onwards.<sup>9</sup>

Not mentioning the time to be devoted to the different subjects in the curriculum might prove to be a healthy tradition, since it left sufficient freedom to the teachers to use their discretion and utilise the time necessary for different areas, depending on the length of the course, resourcefulness of the teachers and the rate of learning by the pupils.

From the study conducted by Shri K. Ramarao, it appears that the Basic schools in the twin cities of Hyderabad and Secunderabad were devoting daily half an hour to one hour for craft work.<sup>10</sup> From another study of Miss Mumtaz Wasiullah Hussaini it was known that all schools devoted one period per day (period lasts for only 40 or 45 minutes) for the main craft and three periods per week for subsidiary crafts<sup>11</sup>. This agreement worked out to the ratio of 2:1 periods per week for the major and minor crafts respectively.

<sup>7</sup> *Educational Reconstruction*, Sevagram. Hindustani Talimi Sangh, 1950. P 119

<sup>8</sup> *Syllabus for Basic Schools*, New Delhi, Ministry of Education, Government of India, P 11.

<sup>9</sup> *Seven Year Integrated Syllabus for Elementary Schools*, Andhra Pradesh Gazett, 2nd June 1960.

<sup>10</sup> Shri Ramarao, K. *Handicrafts in the Basic Schools of Hyderabad and Secunderabad* Hyderabad: Unpublished M Ed. thesis of the Osmania University, 1961, P 83

<sup>11</sup> Miss Wasiullah Hussaini M. OP Cir 104.

The study of the National Institute of Basic Education revealed that according to the Basic school syllabus the average time allotted to craft work was one and half hours per day in classes 4-5 and two and half hours per day in classes 6-8. The traditional primary school syllabus prescribed three periods out of thirty nine periods per week for craft work. This was equal to the time devoted for the subsidiary crafts in Basic schools.

During the course of this investigation it was found that forty four to sixty per cent of the schools were not giving equal time to all crafts (Major and Minor) while only 19 to 38 per cent of the schools were not making any distinction between the major and minor crafts in terms of allotment of time in the weekly time table.

Since the seven year integrated syllabus did not suggest certain number of periods per week for organising craft work and a majority of the schools stated that different periods of time were allotted for major and minor crafts, it would be interesting to study the following table giving percentage of schools allotting the number of hours for major and minor crafts per week.

TABLE 86  
TIME DEVOTED TO MAJOR AND MINOR CRAFTS

Hours	Percent	
	Major	Minor
1	6.09	8.26
2	7.39	15.65
3	10.87	7.39
4	12.61	4.78
5	1.74	1.74
6	7.39	1.30
7	3.48	1.30

The percentage of schools providing instruction in major crafts from one hour to four hours was gradually rising. The majority of eleven to seventeen per cent of the schools were providing four hours per week for the major crafts. This worked out to six periods of forty minutes duration and from this it could be easily inferred that one period per day was provided for the teaching of the major crafts in a maximum number of schools. In the case of minor crafts also the percentage of schools was falling after two hours. This worked out to three periods of forty minutes duration per week for minor crafts. The ratio of the number of periods for the major and the minor crafts worked out to be 2:1 and this data also supported the study of Miss Muntaz Wasiullah Hussaini, in which the ratio was derived as 2:1 as discussed earlier.

The period of time recommended for the craft work by any syllabus or any book or committee was the minimum of two hours and twenty minutes, as discussed earlier. But including the time devoted for the minor craft, the total maximum time devoted for craft work per day in Basic schools in Andhra Pradesh was not exceeding one hour, and this was certainly below the ideal or standard set.

### **Craft Teachers**

It could be seen that only 65.22 per cent of the teachers were trained in Basic crafts and this percentage went down to 51.85 in Rayalaseema. It was an improvement over the 1956-57 position when only 32.66% of the schools had specially trained craft teachers.

The Assessment Committee on Basic Education recommended the association of skilled traditional craftsmen with craft teaching in the Basic Training Schools and Basic schools. They should be asked to teach the crafts under the supervision of the school teachers one or two hours a day or one or two days a week, either by coming to the Basic schools themselves or by sending the children to their local workshops.<sup>14</sup> The Special Committee also echoed this suggestion, in view of the need for introduction of more number of crafts in Basic schools, without restricting to Spinning and Weaving. They should be properly trained and then they could be appointed on either full time or part-time basis. Their work must be supervised by trained teachers so that correlation should be complete.<sup>15</sup>

Only 16.66 per cent of the schools were utilising the services of the local craftsmen, even though there was no official arrangement for their employment in the school. It was done purely on the initiative of the Headmasters and assistants, depending on their influence with the local craftsmen.

### **Starting Grade of Craft Work**

The founders and protagonists of the scheme of Basic education wanted that craft work should be started even from the Pre-basic stage and so according to them the discussion about the grade in which craft work should be started would be funny. But the seven year integrated scheme of elementary education of Andhra Pradesh suggested the introduction of activities and simple craft work from third grade

14 *Report of the Assessment Committee on Basic Education*, New Delhi: Ministry of Education and Scientific Research, Government of India, 1956. P. 23 and 24.

15 *Report of the Special Committee for Basic Education*, Op. Cit, P. 63.



onwards and it was a departure from the accepted policy of starting systematic craft work from the first grade. The Headmasters of Basic Schools and Basic Training Schools gave their opinion with regard to the starting grade of craft work.

The consensus of opinion of the Basic schools representing both the majority and the maximum appears to be that craft work should be introduced in the fifth grade. Twenty five per cent of the Basic Training Schools recommended the introduction of craft work from the third grade onwards, while 12.50 per cent of the Training Schools each recommended its introduction in different grades ranging from second to eighth. There was a significant change in the opinion of the schools about the introduction of crafts from 2nd to 3rd grade. The opinion of the Basic Schools and the Basic Training Schools agreed in this respect with the decision of the Government of Andhra Pradesh to introduce activities and simple crafts from the third grade onwards. It was feared that the introduction of productive crafts in the lower grades was resulting in the waste of raw materials as the small children in these grades were unable to produce saleable goods. On the other hand the introduction of crafts in the higher grades would also help using their processes for correlating the knowledge of different school subjects.

#### **Adequate Supply of Craft Material**

Timely and adequate supply of craft equipment was necessary to keep the work going on without interruption. The craft implements and raw material were supplied to the schools directly by the Government according to 64.35 per cent of the schools. Only 15.65 per cent of the schools reported that the craft equipment was purchased locally. About one per cent of the schools said that it was supplied by other agencies or produced in the institutions themselves.

The Government sanctioned grants for supply of craft equipment to the Basic Schools at the rate of Rs. 150/- for each teacher. The craft equipment was imported from Wardha or Tiruvur by the ten Basic Training Schools which were equipped with Central Craft Stores, for supply of equipment to all the Basic Schools around them. This arrangement was in vogue in the Andhra and Rayalaseema regions. So, a majority of the schools in Andhra and Rayalaseema regions said that the equipment was supplied by the Government, while in Telangana more schools said that it was purchased locally. In some districts the District Educational Officers or the Block Development Officers helped the schools to get the equipment, but the responsibility ultimately rested with the schools.

1	2
8. Art (Drawing and Painting)	11
9. Navar tape weaving	9
10. Toy making	7
11. Tailoring	6
12. Embroidery	6
13. Basket weaving	6
14. Wood cane and Bamboo work	5
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6. *Report of the Special Committee for Basic Education Op Cit* P. 67

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While Gardening could be the compulsory major craft for each individual pupil, there was still room for the practice of some more crafts, as presently the schools reported to be teaching one or two major crafts and two or three subsidiary crafts, and this practice could continue. The undue importance given to Spinning and weaving should be checked as this step led to the unpopularity of Basic education to a great extent. This could be done by giving the due place to Gardening.

#### Scholars Studying Each Craft

An attempt was made to ascertain the number of scholars studying the different crafts and hobbies in the Basic schools of the state. The following is the position according to the figures collected from the Director of Public Instruction, Hyderabad

TABLE 85  
SCHOLARS PURSUING DIFFERENT CRAFTS

Craft	Basic Craft	Hobbies	Pre-vocational subject.
1. Spinning and weaving	6,161	1,45,778	42,656
2. Gardening	5,083	49,980	9,740
3. Clay modelling	1,564	22,513	—
4. Paper work	1,867	8,930	2,850
5. Rope making	8	234	—
6. Mat weaving and Tailoring	271	4,115	9,062
7. Home Science, Carpentry and Fine Arts	664	8,454	6,857

From the above figures also it could be found out that Spinning, Gardening and Clay Modelling were the most widely practised crafts, either as main Basic crafts or minor crafts and hobbies.

### Time Devoted for Craft Work

Dr Zakir Hussain Committee recommended the organisation of craft work for three hours and twenty minutes per day,<sup>7</sup> while the syllabus recommended by the Ministry of Education, Government of India stated that craft work should last for two hours a day in the first two grades, two and a half hours from the third to fifth grades and three hours from sixth to eighth grades<sup>8</sup>. The Hand-book for Teachers of Basic Schools recommended two to two and half hours in the junior grades and three hours in the senior grades. The Hindustani Talimi Sangh, Sevagram and the old Basic curricula of Andhra Pradesh suggested two hours per day uniformly for all grades. Surprisingly enough the new seven year integrated syllabus now recommended for the Basic schools did not make any mention of the number of periods that should be devoted for Arts and Crafts suggested for practice from class three onwards.<sup>9</sup>

Not mentioning the time to be devoted to the different subjects in the curriculum might prove to be a healthy tradition, since it left sufficient freedom to the teachers to use their discretion and utilise the time necessary for different areas, depending on the length of the course, resourcefulness of the teachers and the rate of learning by the pupils.

From the study conducted by Shri K. Ramarao, it appears that the Basic schools in the twin cities of Hyderabad and Secunderabad were devoting daily half an hour to one hour for craft work.<sup>10</sup> From another study of Miss Mumtaz Wasiullah Hussaini it was known that all schools devoted one period per day (period lasts for only 40 or 45 minutes) for the main craft and three periods per week for subsidiary crafts.<sup>11</sup> This agreement worked out to the ratio of 2:1 periods per week for the major and minor crafts respectively.

7 *Educational Reconstruction*, Sevagram : Hindustani Talimi Sangh, 1950. P, 119.

8 *Syllabus for Basic Schools*, New Delhi, Ministry of Education, Government of India, P 11.

9 *Seven Year Integrated Syllabus for Elementary Schools*, Andhra Pradesh Gazett, 2nd June 1960

10 Shri Ramarao, K. *Handicrafts in the Basic Schools of Hyderabad and Secunderabad* Hyderabad. Unpublished M Ed. thesis of the Osmania University, 1961 P. 83

11 Miss Wasiullah Hussaini M. OP. Cit 104.

The study of the National Institute of Basic Education revealed that according to the Basic school syllabus the average time allotted to craft work was one and half hours per day in classes 4-5 and two and half hours per day in classes 6-8. The traditional primary school syllabus prescribed three periods out of thirty nine periods per week for craft work. This was equal to the time devoted for the subsidiary crafts in Basic schools.

During the course of this investigation it was found that forty four to sixty per cent of the schools were not giving equal time to all crafts (Major and Minor) while only 19 to 38 per cent of the schools were not making any distinction between the major and minor crafts in terms of allotment of time in the weekly time table.

Since the seven year integrated syllabus did not suggest certain number of periods per week for organising craft work and a majority of the schools stated that different periods of time were allotted for major and minor crafts, it would be interesting to study the following table giving percentage of schools allotting the number of hours for major and minor crafts per week.

TABLE 86  
TIME DEVOTED TO MAJOR AND MINOR CRAFTS

Hours	Percent	
	Major	Minor
1	6.09	8.26
2	7.39	15.65
3	10.87	7.39
4	12.61	4.78
5	1.74	1.74
6	7.39	1.30
7	3.48	1.30

The percentage of schools providing instruction in major crafts from one hour to four hours was gradually rising. The majority of eleven to seventeen per cent of the schools were providing four hours per week for the major crafts. This worked out to six periods of forty minutes duration and from this it could be easily inferred that one period per day was provided for the teaching of the major crafts in a maximum number of schools. In the case of minor crafts also the percentage of schools was falling after two hours. This worked out to three periods of forty minutes duration per week for minor crafts. The ratio of the number of periods for the major and the minor crafts worked out to be 2:1 and this data also supported the study of Miss Muntaz Wasiullah Hussaini, in which the ratio was derived as 2:1 as discussed earlier.

The period of time recommended for the craft work by any syllabus or any book or committee was the minimum of two hours and twenty minutes, as discussed earlier. But including the time devoted for the minor craft, the total maximum time devoted for craft work per day in Basic schools in Andhra Pradesh was not exceeding one hour, and this was certainly below the ideal or standard set.

### **Craft Teachers**

It could be seen that only 65.22 per cent of the teachers were trained in Basic crafts and this percentage went down to 51.85 in Rayalaseema. It was an improvement over the 1956-57 position when only 32.66% of the schools had specially trained craft teachers.

The Assessment Committee on Basic Education recommended the association of skilled traditional craftsmen with craft teaching in the Basic Training Schools and Basic schools. They should be asked to teach the crafts under the supervision of the school teachers one or two hours a day or one or two days a week, either by coming to the Basic schools themselves or by sending the children to their local workshops.<sup>14</sup> The Special Committee also echoed this suggestion, in view of the need for introduction of more number of crafts in Basic schools, without restricting to Spinning and Weaving. They should be properly trained and then they could be appointed on either full time or part-time basis. Their work must be supervised by trained teachers so that correlation should be complete.<sup>15</sup>

Only 16.66 per cent of the schools were utilising the services of the local craftsmen, even though there was no official arrangement for their employment in the school. It was done purely on the initiative of the Headmasters and assistants, depending on their influence with the local craftsmen.

### **Starting Grade of Craft Work**

The founders and protagonists of the scheme of Basic education wanted that craft work should be started even from the Pre-basic stage and so according to them the discussion about the grade in which craft work should be started would be funny. But the seven year integrated scheme of elementary education of Andhra Pradesh suggested the introduction of activities and simple craft work from third grade

14 *Report of the Assessment Committee on Basic Education*, New Delhi: Ministry of Education and Scientific Research, Government of India, 1956. P. 23 and 24

15 *Report of the Special Committee for Basic Education*. Op. Cit, P. 63.

onwards and it was a departure from the accepted policy of starting systematic craft work from the first grade. The Headmasters of Basic Schools and Basic Training Schools gave their opinion with regard to the starting grade of craft work.

The consensus of opinion of the Basic schools representing both the majority and the maximum appears to be that craft work should be introduced in the fifth grade. Twenty five per cent of the Basic Training Schools recommended the introduction of craft work from the third grade onwards, while 12.50 per cent of the Training Schools each recommended its introduction in different grades ranging from second to eighth. There was a significant change in the opinion of the schools about the introduction of crafts from 2nd to 3rd grade. The opinion of the Basic Schools and the Basic Training Schools agreed in this respect with the decision of the Government of Andhra Pradesh to introduce activities and simple crafts from the third grade onwards. It was feared that the introduction of productive crafts in the lower grades was resulting in the waste of raw materials as the small children in these grades were unable to produce saleable goods. On the other hand the introduction of crafts in the higher grades would also help using their processes for correlating the knowledge of different school subjects.

#### **Adequate Supply of Craft Material**

Timely and adequate supply of craft equipment was necessary to keep the work going on without interruption. The craft implements and raw material were supplied to the schools directly by the Government according to 64.35 per cent of the schools. Only 15.65 per cent of the schools reported that the craft equipment was purchased locally. About one per cent of the schools said that it was supplied by other agencies or produced in the institutions themselves.

The Government sanctioned grants for supply of craft equipment to the Basic Schools at the rate of Rs. 150/- for each teacher. The craft equipment was imported from Wardha or Tiruvur by the ten Basic Training Schools which were equipped with Central Craft Stores, for supply of equipment to all the Basic Schools around them. This arrangement was in vogue in the Andhra and Rayalaseema regions. So, a majority of the schools in Andhra and Rayalaseema regions said that the equipment was supplied by the Government, while in Telangana more schools said that it was purchased locally. In some districts the District Educational Officers or the Block Development Officers helped the schools to get the equipment, but the responsibility ultimately rested with the schools.

The Special Committee for Basic Education examined this question and found that the Central Craft Stores system was not working satisfactorily. It was proposed to start one production centre in each of the regions in the state and empower the Block Development Officers to store the craft equipment for all the schools in that region. This would ensure timely supply of craft equipment and adequate production. During the 1956-57 survey in Telangana it was revealed that the craft equipment and raw materials were not reaching the schools in time, due to certain procedural difficulties, lack of communications to some interior villages, and the implements were incomplete lacking in accessories or defective. Another difficulty the schools were encountering was the lack of store keeper in the schools. A teacher was entrusted with the duties of a store keeper also and so he was unable to do justice to his duties both as a teacher and as a store keeper. The Committee proposed an additional allowance to the teacher-store keeper or reduction of his teaching duties proportionately, as it felt that a full time store keeper might not have full work.<sup>10</sup>

During the course of this investigation it was found that 22.44 per cent of schools in both Andhra and Rayalaseema and 41.22 per cent of the schools in Telangana reported that the craft equipment supplied was not adequate to keep all the students working the crafts. The inadequacy was described as lack of sufficient tools, raw materials like cotton, and yarn for spinning and weaving crafts. For Navar (cot tape) weaving trained teachers were not available. For both these crafts accommodation was lacking in some schools. For Gardening and Agriculture land, water facilities, and seeds were lacking. For Tailoring the sewing machines were lacking. For Art work paper and paints were wanting. These shortcomings could be set right if there was proper planning on the part of the administrators and the teachers. The Basic schools and Basic Training Schools made some suggestions during the present investigation for ensuring prompt supply of craft equipment, as seen from the table below.

TABLE 87  
SUGGESTIONS FOR PROPER SUPPLY OF CRAFT EQUIPMENT

	Suggestions	Per cent
1	The Deputy Inspector of Schools should be given powers to supply the equipment.	58.70
2	Government should supply the equipment through the Central Stores and Purchase Department	51.74

<sup>10</sup> Report of the Special Committee for Basic Education, *Op Cit* pp 65 and 66.



	1	2
3. Educational Officers should supply the craft material		48.26
4. A supply bureau should be established to work under the Block Development Officers		47.83
5. A regional craft store should supply the craft material.		46.96
6. Schools should be allowed to purchase the equipment directly		42.17
7. Basic training schools should take this responsibility		35.77
8. The Director of Public Instruction should take this responsibility.		30.87

All the above suggestions were complementary in nature. The Deputy Inspector of Schools, whom a majority of the schools wanted to supply the craft equipment, was a Government officer, now working at the Block level. Hence the first four suggestions could be rolled into one. In operation a craft bureau could be started in every block and the Extension Officer, who was an Educational Officer working under the Block Development Officer, could be entrusted with the responsibility of looking after the day to day administration of this bureau, which could establish liason with the Central Stores and Purchase Department. Regional Craft Production Centres for Andhra, Rayalaseema and Telangana could be established to supply material directly to the craft bureaus working under the Block Development Officers. The equipment could be supplied by the bureaus only on demand from the schools and the local Basic Training Schools should be asked to watch the working of the system and report any shortcomings to the Director of Public Instruction from time to time, so that he may direct rectification of the mistakes. Thus all the suggestions made in the above table could be woven into a single scheme and proper and adequate supply of craft equipment could be made to reach the schools in time every year, i.e. before the schools actually re-open after the summer vacation. The Basic Training Schools (56.25%) suggested that the rules should be suitably amended to facilitate the schools to make the purchases directly and this suggestion was also in agreement with the scheme discussed above. The same bureaus could also take up the repair of craft equipment.

### Repair of Craft Equipment

There were several complaints about the defective condition of the craft implements. The equipment naturally gets spoiled in the hands of students who are merely learners and not expert craftsmen. The teachers or specially trained craft inspectors must be in a position

to meet the challenge of repairs provided they were adequately trained in this aspect also at the training institutions. The Basic schools were adopting the following different ways for repairing the craft implements:

### **How Craft Equipment was repaired ?**

Mostly teachers were attending to the repair of the craft equipment (35.65%) and in many places local craftsmen help the schools in the repair (39.21%). This practice of depending on the local craftsmen was more prevalent in Telangana (51.16%), while in Andhra and Rayalaseema regions the teachers themselves manage to repair the craft equipment. Local craftsmen should be given this trouble, only when the teachers and students fail to do the job. The best practice would be for the students themselves to be able to repair the instruments, with or without the help of the teachers, who should also get some training in this branch at the training institutions.

About fifty per cent of the Basic Training Schools reported that local craftsmen repaired the equipment while 37.50 per cent of them said that the pupil-teachers repaired the implements with the help of the teachers. In only twenty five percent of the institutions either the teachers themselves or pupil-teachers themselves were repairing the equipment. The Basic Training institutions should develop the easy ways of repairing the craft equipment, by the pupil teachers, who would become teachers in Basic schools. If a pupil teacher could not repair the implements then he should seek the guidance of the teacher educator and only as a last resort the local craftsmen should be approached for help.

### **Disposal of craft Products**

The previous survey in Telangana by the present investigator revealed that there were no agencies that could take the school produce. There were some non government agencies that could take the products of cotton craft, but no agency was coming forward to take the products of other crafts. Only 10.66 per cent of the schools could sell their produce. The school teachers and students were making use of the cotton products to some extent. It depended on the habit of teachers and students to wear Khadi (hand-spun and hand woven cloth) clothes. During the last survey it was revealed that 7.2 per cent of the students and 13.3 per cent of the teachers were wearing Khadi. The schools gave a number of difficulties for the disposal of craft products. They were not of good quality. Higher officers did not permit selling of products and the quality was not sufficient for selling. Due to difficulties in organising craft work enough production did not take place. In

some schools products were used up by the school community. If products were sold they could not earn the cost of raw material invested.

During the course of this investigation also about 39.06 per cent of the schools reported to be attempting the sale of school craft produce and encountering a number of difficulties in this process, which supported the conclusions of the survey mentioned in the preceding para. Material was not found to be fit for sale and it was not salable (6.52%). The products were sold to the local community (5.22%) and this point was adequately supported from the report of Miss Muntaz Wasiullah Hussaini, who stated that the local people helped the school in purchasing the raw materials and extended their co-operation in purchasing the articles produced by the school children, especially the products of Spinning, Tailoring, Kitchen Gardening, Cane work and Leather work. 37.50 per cent of the Training Schools and 4.78 per cent of the Basic schools stated that products like mats, cloth were sold to the students. 31.25 per cent of the Training schools and 2.17 per cent of the Basic schools said that vegetables and paddy were sold to the hostels and teachers. Some schools kept the products in the schools and used them at the time of exhibitions (4.35%) return the products to the Central Craft Stores and get the raw material in exchange. Some sell or auction the products to the local people and purchase the things required for the schools, but a few other schools remit the money in the Government treasury. Few other schools send them to the Samithi office or the Training School. Some schools suggested that the things produced by students should be utilised for decorating the school.

The Basic schools and Basic Training Schools made a number of suggestions for the disposal of the craft produce.

TABLE 88  
SUGGESTIONS OF THE SCHOOLS FOR THE DISPOSAL  
OF THE CRAFT PRODUCT

Suggestions	Per cent
1. Craft products should be sold to the students for a nominal price	59.56
2. Rebates should be announced to promote quick sales	56.08
3. Students hostels should purchase craft products for a nominal price.	53.48
4. An annual exhibition and sale should be organised	47.84
5. A co-operative society should be entrusted with this work.	43.48
6. Sales departments should be organised in the Training Institutions	43.48

Suggestions	per cent
7. Products should be sold to institutions like hospitals and other departments through the Central Stores and Purchase Department	43.91
8. Sales wings should be set up in the Block Development Offices.	42.61
9. A central disposal agency should take up this work	35.22
10. Craft products should be given to students free of cost	29.56

About two per cent of the schools also suggested that the products should be given free of cost to the poor students and sales should be organised twice a year. After realising the cost of the raw materials products could even be given free of cost to the poor students. The first three suggestions made by fifty three to sixty per cent of the schools and forty three to fifty per cent of the Basic Training Institutions indicated that the craft products should be sold to the students either in the hostel or outside, at specially reduced prices. The idea that products should be given free of cost was not liked by many schools (29.56%). The items five to nine suggested by thirty five to forty four per cent of the schools dealt with the organisation of a co-operative society, sales departments in training schools, sales wings in Block Development Offices or disposal of the products through the Central Stores and Purchase Department of the Government. These schools did not want to take up this additional duty.

The Education Department may formulate a definite policy of disposing off the craft products of the schools at their own level. The material found fit for sale may be first sold to the students either in the hostels or outside at nominal price allowing maximum rebate over the market price, without prejudice to earning the cost of raw material invested in the craft. The remaining stocks may be sold or auctioned in the local market and the proceeds may be utilised for the educational equipment of the students. Some products of good finish may be kept in the school museum or used in the exhibitions. The remaining stocks which could not be sold either to the students or in the local market may be first used for the benefit of the students and then for the teachers. In case goods of good quality were produced by the schools the Government may also consider the other suggestions for the establishment of various sales agencies suggested above.

### SELF SUFFICIENCY

Even though the Wardha Educational Conference recommended that the sale of the craft products should earn the remuneration paid to

the teachers, (23-10-1937), the Concept of Basic Education published by the Ministry of Education, Government of India stated that the returns from the sale of craft produce might be used for the benefit of the students in the shape of school uniform, mid-day meals and educational equipment. Mahatma Gandhi also said that the produce of the craft work should be consumed by the Government

The concept of self-sufficiency was discussed in the first chapter while dealing with the concept of Basic Education. The idea of earning through craft products the remuneration of teachers had given place to the plan of providing for the mid-day meals, school uniform and educational equipment for students. The nature of self-sufficiency aimed at by the Basic schools could be studied from the table given below

TABLE 89  
NATURE OF SELF-SUFFICIENCY AIMED

Nature of self-sufficiency	Per cent
1 To get the money spent on raw material	38.26
2 Self-sufficient school community.	29.13
3 Self-sufficient local community.	27.83
4 Self-sufficient and self-reliant individual.	24.78
5. To get the money sufficient for mid-day meals of pupils.	16.52
6. To get the remuneration of the teachers through the sale of craft products.	12.17
7. To get money for the school uniform.	12.17
8. Any kind of self-sufficiency is not possible	0.16
9 Craft work is directed to employ students in some work.	0.43

To get the money spent on raw material was the minimum that should be aimed at in a craft programme and a maximum number (38.26%) of the Basic schools and 56.26% of the Basic Training Schools were aiming at this target. Twenty four to thirty per cent of the schools were aiming at the self-sufficient individual, local and school communities and this idea was essentially related to the social objectives of Basic Education. Twelve to thirty eight per cent of the training institutions also supported this view. Twelve to seventeen per cent of the schools were aiming at teachers remuneration, school meals or uniforms. The other views that "craft work for its own sake" and "impossibility of attainment of any kind of self-sufficiency" were not significant.

From the above discussion it would appear that the immediate target of self-sufficiency should be to get back the money spent on the raw material for the craft work from the sale proceeds of its products.

while the ultimate objective should be to develop a self-reliant and economically self-sufficient individual, school and local communities.

The Educational Officers were asked to state what formula of self-sufficiency they applied while inspecting the schools and the difficulties in the application of the formula

About twenty seven per cent of the Educational Officers said that it might be impossible to realise any norms of self-sufficiency at the elementary school stage with children of six to fourteen age group. However the craft work might be successful to some extent, if it was started for the age group 9-14. Primarily the schools were learning centres and hence they should not be misunderstood to be factories. Even then it was doubtful whether they would be able to produce salable articles competing in the general market. Enough attention was not paid to the self sufficiency aspect of craft work, which was made compulsory for Basic students, perhaps wrongly. Realisation of self sufficiency was beyond imagination in the rural Basic schools, where attendance of pupils itself was a great problem and the schools were situated in unsuitable houses. Craft equipment could not be supplied to schools where there was not even a single chair or a table for the teacher to sit on. So, craft work and self sufficiency were very difficult to realise. Seventeen per cent of the Educational Officers stated that craft products must earn enough amount to meet the recurring expenditure of the school atleast to the extent of the cost of raw material, transport and other charges in connection with craft work. Some of them suggested that the craft earning of the children should be at least equal to twenty five per cent of the expenditure on raw material in the first two grades, thirty per cent in the third and fourth, forty per cent in the fifth and sixth grades and fifty per cent in the seventh and eighth grades. Thirteen per cent of them suggested that net per capita monthly earnings by the pupils should be at the rate of six, eighteen, thirty and fifty paise from first to fourth grades and rupees 1.1-50, 2 and 3 in the grades fifth to eighth. It appears that this formula was recommended by the Director of Public Instruction in 1951-52. Seven per cent of them suggested that weekly targets of production should be fixed and their realisation should be insisted, while six per cent of them stated that the craft work was introduced only for giving proficiency in crafts and to cultivate dignity of labour in children. In their opinion the student should only be equipped with subject matter through the craft.

Four per cent of the Educational Officers stated that there was no difficulty in applying the formula of self-sufficiency as the simple mathematical calculations and standards prescribed by the Director of Public Instruction were to be applied. However twenty two per cent of them

said it was difficult to apply these standards due to paucity of equipment, raw material, land, suitable accommodation, transport facilities and congenial atmosphere for carrying on craft work successfully. Eleven per cent of them said that the income was negligible as the teachers did not realise the importance of manual labour and they were lacking in zeal, enthusiasm, activity, hard work and interest. This inertia should be eliminated by making self-sufficiency compulsory and prescribing certain penalties for not achieving the same as per the standards determined. Ten per cent of the Educational Officers stated that the products could not compete in the open market, due to low quality. Facilities for disposing them off were not created. This could be avoided if suitable small local crafts were introduced in which case cent per cent self-sufficiency could be attained. Spinning was introduced where cotton was not grown and carpentry was introduced where wood was not available. Another ten per cent of them stated that to achieve self-sufficiency was very difficult as too much quantity of production was expected because the teachers were too ambitious. There was much wastage in craft work at every stage. It was waste of time, energy and money and leading to humbug. So, in their opinion the principle of self-sufficiency should be given up, as no individual or country could become self-sufficient in any sense of the term.

### **Calculations of Self-Sufficiency**

Even though the original idea of Mahatma Gandhi was to plan for the earning of sufficient money for meeting the recurring expenditure of the school and the recurring expenditure was limited to the remuneration of the teachers at the Wardha National Education Conference, the successive committees appointed by the Government of India and the State Governments clearly stated that the objective of organising craft work in the Basic school was not only to exploit its educational possibilities, but also to produce socially useful articles which could be sold in the market.

The Directorate of Education in Andhra Pradesh prescribed certain monthly per capita net income for different grades. Even this criterion of self-sufficiency could be applied to the present situation, if considerable net income was derived by the schools through the Basic crafts. But a majority of the Basic schools, Basic Training Schools and Educational Officers stated that earning certain percentage of the money invested on raw material was the criterion of self sufficiency.

Guided by the majority opinion and the situation in which net income was not appreciable, the present researcher had applied the criterion of calculating the extent of realisation of the investment on

raw material. This was judged from three points of view—money value of the goods produced in relation to expenditure on raw materials, the gross income realised and the extent of marketability of the goods in relation to production and sales. The expenditure indicated the extent of financial input for each craft, while the money value of the goods produced indicated the output in terms of production and the gross income indicated the marketability of goods produced in each craft. The poor marketability indicated the poor quality or lack of demand or poor marketing facilities for the craft products in the region concerned. Similarly the poor output indicated the lack of technical skills or bad organisation or poor facilities for organising the craft work.

It can be seen that Spinning and Gardening rank high and the next place was taken by Weaving and Agriculture. The last place was taken by Navar Tape Weaving and Tailoring from among the crafts reported to be productive. The position of Tailoring as a productive craft, as experienced by the Basic schools, was very negligible, since only one school reported the same. Clay Modelling, Mat Weaving, Paper Folding, Art and Toy Making were other crafts ranking equally with the money getting crafts mentioned in the above table. But these crafts were not reported by the schools as productive crafts.

TABLE 90  
PER SCHOOL AVERAGES OF PRODUCTIVITY OF BASIC CRAFTS

	Rs. P
1. Expenditure on raw material	44-45
2. Money value of goods produced	30-65
3. Money value realised	16-00

Of all the crafts Agriculture and Gardening claimed the first two positions from the top as evidenced by the money value of the goods relative to the expenditure incurred on raw materials and also their marketability. Next in importance came the Navar (cot tape) Weaving for which the marketability was poor. The number of schools practising this craft was negligible. It was seen that Spinning and Weaving occupy the last position, while Tailoring was introduced in only one school in Andhra region. In the case of Spinning and Weaving the percentages of money realised to the expenditure incurred on raw materials appeared to be much lower than the percentage of money value of goods to the expenditure incurred on raw materials. The reasons might be the poor technical skill of both the teachers and the students, wastage of raw material while practising this craft, poor quality of the goods produced and the lack of demand from the community for the goods produced by



the school children, as they might not be suitable for further processing by the professional hand-loom weavers. The raw cotton was not produced in all the regions of Andhra Pradesh and same was mostly imported from the neighbouring states. This contributed to the rise in the cost of production in this craft.

But in the case of Agriculture or Gardening, the implements, raw material and the services could be easily procured locally and hence needed very little investment in terms of money when compared to other crafts, provided land was made available for this activity.

Coming to the regional disparities with regard to the practice of these crafts, it might be stated that Rayalaseema was leading so far as Agriculture, Gardening and Spinning were concerned, while Andhra occupied the highest position in Weaving and Navar (cot type) weaving. It was significant to note that Telangana lagged behind the other two regions in the practice of all the six crafts, perhaps due to the general economic backwardness of this region and also due partly to the employment of some untrained personnel in the schools, unlike in the other two regions.

In spite of favourable relationships between inputs and outputs on the production side in Andhra and Rayalaseema regions, the marketability of the finished goods appeared to be quite low. This might be attributed partly to the reasons discussed above, and partly due to the lack of demand or poor quality of the finished products. In the case of Telangana it was interesting to note that marketability for the finished products was high, while the money value of the goods produced was low relative to the expenditure incurred on raw materials, as seen from column four as far as Spinning, Weaving and Gardening were concerned. In the case of Agriculture and Navar tape weaving the position in Telangana was similar to the other two regions, as interpreted above. In most of the crafts the figures showing the money value of the goods fell short of the expenditure incurred on raw materials, though there were a few exceptions to this general behaviour (Weaving, Agriculture, Navar in Andhra and Rayalaseema and Gardening in Rayalaseema).

The above conclusions were substantiated by the overall picture of all crafts. For example, Telangana was in sharp contrast to the other two regions, with respect to the behaviour concerning production and marketability of the crafts. In the case of Telangana an investment of about Rs. 85/- brought about output worth about Rs. 30/- on which about Rs. 22/- were realised.

Attempts were made by several researchers and committees to calculate and express the extent of self-sufficiency attained in terms of averages and percentage. According to the Assessment Committee

in Bombay State the average income per child per year was about Rs. 2/-. From facts supplied by the District Educational Officers the money value of the goods produced in a year by each pupil was Re. 1/- and the profit after deduction of the cost of raw material was 56 pies (a little over half-a-rupee). In the practising school attached to the Government Training College, Dharwar the average net income per pupil per year in 1954-55 was Rs. 5-25. In Orissa the average money value of the goods produced in a year by each student was about Rs. 5/- and the profit after deduction of the cost of raw materials was Rs. 1-40 per student per year. In Bihar during 1950-55 the percentage of self support ranged between 12 to 27. In Mallipudur compact area of Ramanathapuram district in Madras state the average per capita production was Rs. 3/- per annum, and after deduction of the cost of raw material the net income was Rs. 1-50. In Sevagram the Hindustani Talimi Sangh attained 77 per cent self-sufficiency in terms of meeting the recurring expenditure of the Basic school.<sup>23</sup>

Different people applied different criteria for the calculation of self-sufficiency. But the most popular way of calculating the self-sufficiency was to arrive at the net per capita annual income. In the case of the present research it was found that the annual income was so meagre that calculation of net per capita annual income would be meaningless. From the application of the criteria of earning certain extent of expenditure on raw material the over all picture showed that percentage of ultimate realisation of money was 37.60 and hence this might be taken as the percentage of self-sufficiency. It only showed the extent of realisation of money spent on raw materials. But this percentage could be increased first to 54.55 as it indicated the marketability of the goods and then gradually to 68.90 per cent as this was the percentage of goods produced in terms of their money value over expenditure on raw material. When the school averages were taken the money value of the goods was Rs. 30-65 and the money realised was Rs. 16-74. The average strength of a Senior Basic School was 336. From these figures if per capita annual expenditure on raw material, money value of goods, and the money realised were calculated they constituted 14, 10, 5 pies respectively. From this it could be seen that there was no net income from the craft work, and the per capita annual net deficit was four pies if the money value of goods produced was taken into consideration and it was nine pies if the money realised was taken into consideration. This generalisation was not applicable to all crafts and to all schools, as certain individual schools produced better results especially in the Gardening craft, when all facilities were provided.

<sup>23</sup> *Report of the Assessment Committee on Basic Education*, New Delhi. Ministry of Education, Government of India, 1955 pp 45-80

The above discussion revealed a very deplorable state of affairs which might lead one to the feeling that it was useless to introduce the productive craft programme in the elementary schools. But it was interesting to find out whether any serious effort was made to organise the craft programme and the difficulties the teachers had to face.

Except in the case of Agriculture and Tailoring for all other crafts (Spinning, Weaving, Gardening, and Navar Tape Weaving) the expenditure was more than the income, all over the state. In the case of Andhra this was true except for Navar Tape Weaving, in the case of Rayalaseema except for Weaving, Gardening, and Agriculture, and in the case of Telangana except for Navar Tape Weaving. From this it was known that it was possible to earn profits in Weaving, Gardening, Agriculture and Navar Weaving.

An attempt was made to find out why for certain crafts the expenditure incurred was more than the income and vice versa

#### **Reasons for Excess Expenditure :**

Many Basic schools (33.46%) said that the reason for the excess of expenditure over the income in craft work was the wastage of raw material, poor quality or durability and finish of the products, due to lack of interest, less skill and age of students, especially in the beginning classes. Next a big number of schools (22.12%) said that the raw material and implements were not sent together and they were not of good quality. The raw material was supplied at a very high cost (by the central craft stores) and the production costs were very high. The prices of finished goods had also to be kept very high. In that case the money realised was meagre. In some cases the products had to be sold at rates lower than the prevailing market rate. About seven per cent of the schools gave different reasons like lack of interest on the part of the management and absence of supervision. More time and energy had to be spent on the craft work, while the schools especially single teacher schools could not do so. In some schools water and fencing facilities were not provided and so either the plants wither away or the cattle graze the nurseries. In some cases poor fertility of land, lack of community co-operation and consumption of the products by the students without realising their cost also contributed to the excess expenditure.

#### **Reasons for More Income :**

A few schools (2.61%) clearly stated that always the income would be more than the expenditure more in the case of Gardening

than in the case of Spinning. A maximum number of schools (10.42%) pointed out that the interest, hard work, proper care and skill on the part of students and teachers and use of modern implements, would contribute to more income than expenditure. Some schools (4.78%) stated that proper supply of implements and raw material resulted in good income. A few schools (3.90%) said that wastage of raw material was eliminated and craft work was introduced intensively from sixth grade onwards, as the Junior Basic School children would waste a lot of raw material in learning the craft. Some other schools (3.03%) said that the production was organised keeping the local demand in view and the finished products were marketed through co-operative societies for the correct prices. About 2.50% of the schools said that the goods produced were of good quality and they were given good finish. An equal number (2.50%) of schools stated that certain facilities like fertile land, water, growth of cotton locally, fencing, etc. reduced dependence on other agencies and this contributed well to the increase in the income to the actual expenditure involved on the raw material.

All the above points and mostly the production of durable, quality and useful articles, with the hands of skillful students and teachers, who were willing to do hard work, when the supplies and other facilities were properly organised, were very relevant for the increase in the income from the Basic crafts.

The school experienced a variety of difficulties in organising craft work, which led to the deterioration of standards and meagre output. The following table gives an idea of such difficulties.

TABLE No. 36  
REASONS FOR UNSUCCESSFUL CRAFT WORK

Reasons	Percent
1. Accessories of craft equipment were not supplied. ...	59.13
2. Suitable implements were not supplied. ...	56.52
3. Accommodation for organising craft programmes lacking	56.95
4. Raw materials not supplied in time. ...	56.08
5. Sufficient funds were not provided for craft instruction	52.17
6. Raw materials were not at all supplied to the school ..	52.60
7. Literature on craft work was not available for consultation	51.74
8. Facilities and conditions for craft work were not favourable,	50.43
9. Age of students not suitable for doing craft work. ...	47.39
10. Raw materials supplied were not sufficient	46.95

Reasons	Percent
11. Lack of guidance from the Education Department. ---	44.35
12. Raw material was not of good quality. ---	42.17
13. No facilities for disposal of craft products. ...	41.74
14. Implements were not in good condition. ---	40.87
15. Trained craft instructors were not employed. .	40.00
16. Craft budget not communicated in time. ---	40.43
17. Lack of budget and suitable roads for transportation of craft implements. ---	29.13
18. Craft instructors do not possess capacity and interest to organise work. ...	27.39
19. Time was not sufficient to do work according to syllabus and lack of capacity and interest in students. --	12.15

A majority of the Schools ranging from 50 to 60 per cent significantly remarked that suitable facilities were not provided for organising craft work. Equipment was unsuitable, incomplete, and raw materials were not supplied to some schools and if supplied they did not reach the schools in time. Accommodation for organising craft work was lacking and no literature was available for consultation by the teachers. Enough funds were not spent to provide favourable facilities.

Forty to forty eight per cent of the schools stated a number of other reasons for the failure of craft programme. They include bad condition and insufficiency of the implements and raw material, non-communication of the craft budgets; lack of facilities for disposal of craft products, unsuitability of the facilities for disposal of craft products, unsuitability of the age of students for craft work, paucity of trained personnel, and lack of guidance from the Education Department.

The Educational Officers were also asked to give their observations on why the craft programme was failing. Forty one per cent of them stated that necessary physical conditions and facilities were not provided for the growth of craft education in Basic schools. Due to meagre funds the supply of craft equipment and raw materials could not be made in sufficient quantities and in time. Sometimes the equipment supplied was either defective or unsuitable. Other facilities like accommodation, land and water are lacking, for the Gardening and other crafts. Next important reason given by the Educational Officers (10%) was the paucity of trained craft instructors in the schools and those appointed were lacking in efficiency, initiative, regularity and interest in the work. Six per cent of them said that the crafts introduced were not suitable to the locality. For example

the Spinning craft was neither profitable, useful nor suitable as a craft and they felt that this was imposed on the pupils. Another six per cent of them said that the pupils were not given the choice to select the craft, they lacked the necessary skills as they were too young to do any craft work at this stage, and so they were developing apathy and hatred towards the craft. Six per cent of them said that it was not possible for the children to produce goods having market value and the absence of any centralised marketing system it was difficult to dispose off the finished products. Four per cent of them mentioned lack of accommodation and another four per cent of them said that public did not cooperate. Three per cent of them said that the Government did not pay proper attention to this problem by appointing any special committee to go into the problems of craft education.

The Basic Training Schools chiefly complained about inadequate facilities for the disposal of craft produce (43.75%), and non-employment of adequately trained craft instructors (37.50%). They also recommended the provision of implements in good condition and enough accommodation and for organising craft programmes (31.25).

The following table gives the suggestions of the Basic schools for effecting modifications in craft programmes with a view to make it successful and attain maximum self-sufficiency.

**TABLE No. 87**  
**SUGGESTIONS FOR MAKING CRAFT PROGRAMME SUCCESSFUL**  
**AND TO ATTAIN SELF-SUFFICIENCY**

	Suggested modifications	Percent
1	Quality of the craft products should be given more importance than quantity.	67.82
2	Advice of experts in different crafts should be made available to schools.	37.39
3	Standards of self-sufficiency should be determined on the basis of average progress of pupils in a given region.	56.08
4	Craft work should not be given more importance than it deserves	50.43
5	Self-sufficiency should not be considered as complete, unless students got equal proficiency in scholastic subjects	48.26
6	The earnings expected of pupils in different grades should be determined on the basis of inspector's reports	39.56

About six per cent of them also stated that there should be no compulsion under any circumstances and the students should be

allowed to take any craft within their reach. As it was impossible to attain any kind of self-sufficiency it was advisable to sell the craft products for any reasonable price. Forty two to fifty per cent of the Basic Training Schools also corroborated the first four suggestions. All the above suggestions appear to be very valuable due to high frequency. However, the maintenance of quality of the finished products, advice of experts, standardisation of attainments expected, and exercising control on making craft work more ambitious were important. The Telangana region appears to be more after quality of craft work and high scholastic attainments of pupils than the production of enormous quantities of goods. Seven per cent of the Educational Officers stated that they were giving all encouragement to pupils and making all efforts to select useful crafts for the schools, and they also recommended the introduction of a variety of crafts in the schools. Five per cent of them stated that the Government should constantly organise refresher courses for the teachers of craft and they should be provided with guide books for their consultation. They should also have the freedom to purchase the craft equipment. The teachers must hold periodical tests in craft work also to maintain the necessary standards. Another five per cent of the Educational Officers stated that necessary facilities should be provided in schools and urged the Panchayat Samithis and Zilla Parishads also to provide proper communications for transporting craft equipment and raw materials.

The Educational Officers were asked to comment on the extent of their success in helping the schools to organise craft work successfully on a five point scale and the percentage of the overall index of success recorded was 34.32. From this it was evident that the Educational Officer could not play a prominent role in helping the schools to organise the craft work efficiently.

### Conclusion

School craft education is naturally related to the craft practices of the community. Hence the co-operation and favourable attitude of the community towards school education are essential for the success of productive craft work, which is the subject matter of next chapter.

## CHAPTER X

### Community Life and Public Attitude

**T**HE Basic scheme envisages a close integration between the school and the community so as to make education as well as the children more social minded and cooperative. It endeavours to achieve this, first, by organising the school itself as a living and functioning community with its social and cultural programmes and other activities secondly, encouraging students to participate in the life around the school and in organising various types of social service to the local community. Student self-government is another important feature in Basic education which should be envisaged as a continuous programme of training in responsibility and in the democratic way of living. In this way, the Basic school not only helps in cultivating qualities of self-reliance, cooperation and respect for dignity of labour but also becomes a vital factor in the creation of a dynamic social order.

#### SCHOOL AND COMMUNITY

One of the most significant ideas underlying Basic education is to make the school an integral part of community life. The school has been long kept isolated from society to its own detriment. Basic education seeks to rectify this situation by transforming the school into an institution which should be able to enlist active co-operation and support of the people around and to utilise all the available community resources for the enrichment and improvement of its programmes. The concept of a community school was very old in India - from the days of ancient 'Gurukulas'. Till the close of 19th century many schools existed in India supported entirely by the community. A systematic residential community life was organised in

1 *Concept of Basic Education* : New Delhi Ministry of Education, Government of India, 1956.

2 *Indian Year Book of Education* : New Delhi, National Council of Educational Research and Training 1964



many of those schools. A community school discovers, develops and uses all physical and human resources of the community as part of educational facilities of the school and also serves the entire local community. Thus the children and the elders are put in learning situations, which help both of them in achieving optimum growth and improvement in all aspects of home, school and community life. For this the school population should be organised as closely knit community with cordial relations between the teacher, student and parent and various community programmes were to be organised in the school itself. In a bid to relate knowledge with the physical and social environment the Basic school community was expected to explore, understand, contact and serve the wider community around. This results in continued school community interaction.

In India the organisation of society and Government is based on democratic principles and they should be reflected in the organisation of the school also, as an attempt was being made to lay the foundations of democracy at the school level while children were still in the formative stage.

#### **Patterns of Student Government :**

The patterns of democratic practices vary from institution to institution and this variation itself was a sign of democratic practice. In a majority of schools (65.22%) the students were occasionally given the complete responsibility of running the school. One of the students would act as the Principal and some others as teachers, clerks, peons etc. The real teachers would simply watch the show with amusement. But this was not the type of democracy really advocated by Basic education, though the schools called the day a self-government day, when teachers handover the responsibility to the students.

In a Basic school the children were required to face real problems of life, plan for their solution, execute the plans and evaluate the whole process in a co-operative and democratic manner. This process provided the children miniature life situations in a school society which was organised as a replica or epitome of the wider society outside. Due to this reason the pattern of school Government was based on some form of Government obtained outside the school in the country. The following table gives the different

3 Subba Rao, C. S *Orientation of Secondary School Teachers to Community Development*, Delhi, Department of Teacher Education (NCERT),

organisational patterns of student self-Government in Basic schools in Andhra Pradesh :

TABLE No 88  
PATTERNS OF STUDENT SELF-GOVERNMENT

Model on which the school self-government was based	Percent
1. Panchayat Samithi	58.69
2. Nomination of pupil leaders by the Headmaster for carrying on special tasks.	58.26
3. Students Union.	53.48
4. School committees	52.96
5. Class committees.	48.69
6. State assembly.	21.74
7. Village Panchayat	20.87
8. Central Parliament	13.04
9. Special committees for class and school	13.04
10. Zilla Parishad	12.61
11. Municipality.	9.56
12. United Nations Organisation.	1.30

From the responses in the above table it could be deduced that many schools checked more than one pattern and so it was inferred that each school was following not one pattern, but some combinations of patterns. It was possible that a particular school might be following the general pattern of organisation of a Panchayat Samithi and yet the system of nomination of pupil-teachers for special tasks, students union, school and class committees could function simultaneously. It was interesting to note that the majority of the schools (58.69%) were following the pattern of Panchayat Samithi which was very near the socio-political environment of the child. The organisation of village panchayat was also involved in this pattern, as a number of village panchayats constituted a Panchayat Samithi. Thus every class committee could be organised on the basis of a village panchayat and the entire school Government took the shape of the Panchayat Samithi, having a Chairman and special committees for the different departments of school life headed by their presidents. This pattern together with committee work plus students union was checked by 48 to 59 per cent of the schools, and the patterns of village Panchayat, state assembly, central parliament, Zilla Parishads, Municipality were found to have low percentages. The 1956-57 survey of Telangana Basic schools by the present investigator revealed that there was a system of School Ministry elected wholly by the entire school population for one month and at the end of the month the reports of the work done were presented to the general assembly,

which discussed the same and questioned the ministers for any lapses. During the course of the month the ministers concerned organised the different kinds of work with the help of groups of students in rotation. It appears that a majority of the schools discarded the imitation of the patterns of State or the Central Government and took to the local Panchayat Samithi pattern. It was a very interesting change in the organisation of the Basic schools, resulted perhaps due to the impact of the recent democratic decentralisation of political administration effected in the state.

### Departments of School Life :

The school life was organised into various departments of work and each department was entrusted to a member or minister or committee. The respondents originally gave a big list of fifty three departments, which were grouped into the following fourteen categories. The actual language used by the schools was reproduced in the list and so at some places the tasks were indicated by designation and at others with the nature of responsibility.

TABLE No. 89  
DEPARTMENTS OF STUDENT SELF-GOVERNMENT

Department	Percentages of Schools
1. Crafts and small industries including Khadi (cloth craft), Agriculture and Gardening ...	100.00
2. General Administration - (Prime Minister, Deputy Prime Minister, School Pupil Leader, Secretary or Organiser). ...	87.40
3. Class room activities and organisation of studies, attendance, punctuality, regularity and time keeping ...	51.30
4. Cultural activities including prayer, library, literary pursuits and contacting outside experts and public ...	45.88
5. Games and Sports. ...	30.00
6. Food, rice, milk and water. ...	23.04
7. Finance, Planning, Co-operative stores, Marketing, Shandy, Accounts etc. ...	14.34
8. Clean and healthy living - individual and surroundings, D. D. T, toilet etc ...	9.03
9. Home, Discipline, complaints and justice, ...	7.81
10. Watch and ward ...	7.83
11. Entertainment of guests. ...	6.52
12. Medical and health services. ...	5.78
13. President or Speaker for conducting the general assembly. ...	3.91
14. Postal services or Post Master. ...	2.61

From the above classification of the departments of community life in the Basic schools of Andhra Pradesh, it was seen that greater importance was given for the craft programmes (100%) and in many schools the cabinet consisted of separate members to look after Cotton craft, Agriculture and Gardening. A majority of the schools (87.40%) appointed one person called the Prime Minister or School Pupil Leader or Secretary to co-ordinate the activities of the different departments. Next importance was given to the educational (51.30%), cultural (45.88%) and physical educational (30%) activities. This indicated the importance given to the different school activities intended to be conducted with the active co-operation and participation of the student body. Other important activities of the school self-government related to food, finance, health, guests, justice etc.

In 53.48 per cent of the schools the headmasters decided the school plan, while only in 21.74 per cent of the schools the plans were decided with the co-operation of the students. It appears that in practice more schools were run by authoritarian Headmasters and the student-self government was run only to satisfy the requirements of the Basic system of education or the departmental rules and regulations.

#### Community Activities :

The student self-government took the leadership for conducting a number of activities in the Basic schools and the local community also was invited to co-operate or attend or participate in a number of programmes.

TABLE No 90  
COMMUNITY ACTIVITIES CONDUCTED IN BASIC SCHOOLS

Community Activities		(%)	
		Conducted under the leadership of student self-government	Schools in which community co-operation was enlisted
1. Community prayer	--	70.90	17.83
2. School sanitation programme,	-	67.86	16.52
3. Celebration of national festivals and birth days of great men.	--	56.08	16.08
4. Sacrificial mass silent spinning for half an hour.	---	51.26	8.26
5. Students assembly to discuss school affairs on parliamentary lines.	..	47.30	17.83
6. Games and sports competitions	...	46.57	19.13

(1)	(2)	(3)	
7. Educational excursions	...	40.43	35.22
8. Children's carnivals.	..	32.60	17.80
9. School annual exhibition		31.70	16.00
10. Burrakatha, Harikatha, Bhagavatam, dance, drama and music programmes.	---	30.87	10.43
11. Village cleaning programme.	---	28.69	16.08
12. Mid-day meals for students.	.	23.04	10.40
13. School museum	...	21.30	23.00
14. Community dinners.	..	20.87	28.79
15. Social service activities (epidemics, fire accidents sanitation, collection of defence fund.)	---	16.50	12.10
16. School court.	..	12.17	7.39

The majority of the schools were conducting the most important activities in Basic education e. g. the community prayer (70.90%), sanitation (67.83%), celebration of festivals and birth days (56.08%) and the silent spinning (51.26%). The other programmes given importance by 30 to 48 per cent of the schools were student assembly, games, excursions, children's festivals, exhibitions, and programmes of dance, drama and music. Social service in villages, school meals, museum and court were not very popular in the Basic schools. The local communities took interest in helping the schools in organising educational tours (35.22%) and they also took interest in the school museum and dinners. Their participation in other programmes was not much significant and the schools should try to involve the community for the organisation of the rest of the programmes.

In addition to the activities described above, from the records of the Director of Public Instruction, Hyderabad it was known that a few schools were running Scout troops and organising Girl Guides. It was interesting to note that in about five hundred schools the Junior Red Cross activities were introduced as part of student self-government programme.

In a study conducted by Miss Mumtaz Wasiullah Hussaini regarding the community activities in Basic schools of Hyderabad and Secunderabad in Telangana region it was revealed that the school assembly, mass prayers, celebration of festivals and Guiding and Scouting were the most popular activities. She also drew objectives for a number of activities like the practice of clean and

healthy living, craft work citizenship and social service activities, recreational activities and programmes leading to school and community concord, etc. A number of items were mentioned under these broad categories of activities and the methods of assessment of these activities <sup>4</sup>

### SCHOOL MEALS

Preparation and service of mid-day meals was one of the most important activities in which students took active part under the student government.

Dr. K. L. Shrimali, the then Union Minister for Education<sup>5</sup> announced in Parliament (Lok Sabha) that Andhra Pradesh had decided to adopt the scheme for providing mid-day meals to children in schools, along with nine other states in the country<sup>6</sup>. The Education Minister, Andhra Pradesh stated in the Legislative Assembly that the mid-day meals programme was introduced in 104 schools in 1959-60<sup>6</sup>. This was the beginning of the mid-day meals programme in Andhra Pradesh According to Shri Pidatala Ranga Reddy Minister for Planning and Information. Sanction was accorded to extend the scheme to five to ten villages in each of the 254 Panchayat Samithi Blocks of the state during 1960-61. <sup>7</sup> Shri K. Brahmananda Reddy, the then Finance Minister told a gathering at Sirigiri Padu on 2nd January, 1962 that the Government was seriously contemplating to provide mid-day meals for all children in elementary schools. The American embassy also had promised to help in the implementation of the scheme.<sup>8</sup> The Andhra Pradesh Government decided in a cabinet meeting on 29th April, 1962 to cover two lakh (150,000 Telangana and 50,000 Andhra) primary school going children by the free mid-day meal programme during the academic year 1962-63. The CARE organisation agreed to supply to the State Government the required corn-meal and vegetable oil. The scheme was to be implemented for four years in the first instance and would entail an expenditure of Rs. 5.6 crores for the entire period. The liability of the State

<sup>4</sup> Hussaini, M. W., 'An Investigation into the Practical Work Programmes in the Basic Schools of Hyderabad and Secunderabad Cities with Special Reference to the Community Activities', Unpublished M. Ed thesis, Hyderabad: Osmania University, 1963. Pp 67-26.

<sup>5</sup> *The Hindu*. 29th March 1959.

<sup>6</sup> *The Hindu*. 9th July 1961.

<sup>7</sup> *The Hindu*. 22nd May 1960.

<sup>8</sup> *The Hindu*. 6th January 1962.

Government was only in respect of administration of the programme involving about Rs. 10 lakhs annually. In the Rayalaseema area 20,000 children were being given free milk under UNICEF programme. It might not be possible to cover all the five million primary school going children in the state with the mid-day meal programme, even by the end of the Third Plan. In fact the mid-day meal programme was in operation in some selected areas, before this decision was taken.

Under the old scheme a meal costs twelve pies and the Panchayat Samithi contributed only two pies, while the Government and the Zilla Parishad contributed four pies each. The revised scheme was to be operated directly by the Government through the heads of primary schools, under the supervision of parents committees wherever necessary.<sup>9</sup> It appears that the Union Government also helped the Government of Andhra Pradesh in extending the scheme still further.<sup>10</sup> Even though the scheme was in operation in some form or other, certain organisational flaws existed as seen from a few reports. At a place called Maddikerla near Kurnool, 203 school children got an attack of cholera due to food poisoning in the process of cooking mid day meal.

Shri M. Satyanarayana mentioned that a portion of the expenditure for the mid-day meals was collected from the Panchayat Samithi, Village Panchayat and the public, while the school teachers had to undertake not only running of the scheme, but also collection of subscriptions. The Government did not provide a cook and the Samithi did not care to supply the food in time. He opined that the scheme might prove to be more successful if these administrative and organisational factors were also taken into consideration.<sup>11</sup>

The organisation of various community activities including the mid-day meals, giving adequate responsibility to the students in their planning and execution developed certain qualities in the students. The following table gives an idea of the perceptions of schools in this regard

<sup>9</sup> *The Hindu* 30th April 1962.

<sup>10</sup> *The Hindu* 24th May 1962.

<sup>11</sup> Shri Satyanarayana, *M. Village Schools and Local Boards, Medhavi*

**TABLE No 91**  
**QUALITIES DEVELOPED IN THE STUDENTS AS A RESULT OF**  
**ORGANISING THE COMMUNITY ACTIVITIES**

Qualities	Percent
1. Team spirit	80.00
2. Discipline	78.69
3. Work mindedness	77.39
4. Leadership	73.91
5. Co-operation	73.48
6. Readiness to take orders	72.17
7. Patriotism	71.74
8. Care of school and community property	70.87
9. Comradeship	70.00
10. Responsibility	69.13
11. Initiative	68.69
12. Reverance to God	68.69
13. Intelligence	65.22
14. General skills	63.91
15. Dignity of manual labour	63.04
16. Patience	62.60
17. To own mistakes	60.43
18. Desire to do social service	60.86
19. Self reliance	52.17
20. Frugality	51.74
21. Tact	49.56
22. Liking for village life	49.56
23. Capacity to appreciate other points of view	47.39

All the above twenty three qualities developed in the students through community activities were checked by a very high percentage of schools. This showed the very great optimism of school teachers on the effectiveness of the community programmes. Seventy to eighty per cent of the schools stated that the students developed the qualities of team spirit, discipline, work mindedness, leadership, co-operation, readiness to take orders, patriotism, care of property, and comradeship. These qualities were essential for good citizenship. The next group of schools ranging from sixty to seventy per cent mentioned responsibility, initiative, reverance to God, intelligence, general skills, dignity of labour, patience, owning mistakes and desire to do social service. These were also good qualities and many schools were developing the same in their students. The last group (47 to 53%) consisted of self-reliance, frugality, tact and liking for village life and capacity to appreciate other points of view. Though a good number of schools were trying to realise the same, some important qualities like self-reliance, liking village life, which were very important in Basic education, did not get due priority in this list.



### Organisation of Day Basic Schools :

These qualities could be developed more in a residential Basic school than in institutions running from 10 a.m. to 4 p.m. But due to the socio-economic factors prevailing in Indian towns and villages it could not be possible to organise residential Basic schools. So, there was a need to take the spirit of residential school to the day Basic school. In this connection the Educational Officers made a number of suggestions. Fifteen per cent of the Educational Officers did not have any first hand knowledge of residential Basic schools as such schools were not functioning in their regions. Thirty two per cent of them believed that it was not worthwhile, or possible or practicable to attempt to take the activities usually conducted in residential schools to the day schools due to several reasons — the Day Basic Schools did not possess sufficient land or space, working hours might have to be extended, and according to some, Basic education would be successful only in the residential schools, while according to others even residential Basic schools did not show enough progress and so there was no need to fit residential routine in the day Basic schools. But according to a majority of fifty two per cent of the Educational Officers all other activities except cooking could be easily adjusted in a day Basic school provided there was good planning. For this purpose the school timings might have to be changed a little, (8 a.m. to 5 p.m.) or for some programmes the teachers and students might be asked to stay in the schools half an hour before or after the usual school timings. More time should be given to Basic crafts. The day Basic schools could be made partly residential school with hostels attached to them. For getting effective benefits of the community programmes the sections should not exceed 25 students and activities like community prayer, crafts (Spinning and Gardening) cooking and serving the mid-day meals, Cultural activities like celebration of festivals, music, dance, drama etc. *Safai* (cleaning, news reading, sports and games, school Government and correlated teaching could be very easily organised in a day Basic school. Organisation of the maximum number of community activities would turn the Basic school into a community school.

### Drawbacks of Community :

The purpose of the community school was not only to organise and change the school community but also to utilise and change the surrounding community. The school must serve as an effective instrument to fight the problems the community was facing. So, an attempt was made to collect information on the drawbacks of the

community with a view to know how the school was planning to meet this challenge.

According to the opinion collected from the Basic schools the drawbacks from which the community members suffered could be divided into seven categories relating to Food (48.25%), Economy (32.82%), Education (24.72%), Morals (21.59%) Religion (16.94%), Social (15.63%), and Health (6.03%).

Under the drawbacks relating to food, the drinking of intoxicants, stimulants like coffee, tea etc. smoking, and irregular food habits were included. The highest scores of 30.43 per cent of the Basic schools and 31.25 per cent of the Basic Training Schools were obtained for the evil of drinking intoxicants. It was interesting to find that most of these schools were from Coastal Andhra and Rayalaseema even though prohibition was enforced in these two regions at the time of this investigation. From this it appeared that prohibition was no bar for the community from drinking alcoholic substances. The schools considered this as the most important evil to fight.

Next in importance were the items affecting the economic life of the community. They included betting, expenditure on luxuries and cheap entertainment (even visiting cinema frequently) aversion to handicrafts and native products, carelessly looking down one's own profession, bribery, desire to get easy money and immediate monetary benefits without minding the means.

Next place was taken by factors relating to Education. They included indifference of the community to Education, schools and school teachers. The community leaders mostly did not turn up for the Parent-Teacher Association meetings or other functions organised by the school. The indifference included not only non-participation but also non-co-operation with the organisation of various functions. Many villagers were illiterate. Some were not willing to educate girls and some did not believe in Basic system of education as it did not lead to full employment. This stand was supported by 8.68% of the Basic schools and 6.25 per cent of the Basic Training Schools. About four per cent of the schools stated that the community did not realise the importance of dignity of labour which was propagated by Basic Education. The community did not keep their surroundings clean and when the students went to clean the same they were heckled by the irresponsible community members. The parents employed the grown up children for baby sitting, or they sent the small children (under

three) also to the schools along the elders. Many parents encourage juvenile employment either in their own farming, as cow boys or to carry lunches to the field. They did not hesitate to withdraw the students from the school whenever they felt the need for the services of their children. They did not like to spend on the educational tours of their children nor they supervised the studies of their children. Some private managements try to make profit by running aided schools. These drawbacks relating to school should be given first priority, even though food and economic factors were ranked high in the list. Unless the factors relating to the school were set right the school could not tackle other drawbacks of the community. So, the work of the school to reform the community should begin with itself.

The moral factors included lack of integrity and honesty. A good number of Basic Training Schools (12.50%) and Basic schools (7.37%) reported that most of the community members were selfish, jealous, narrow minded and possessed of nepotism and regional feelings. Other items in succession of importance were committing theft (7.83%) prostitution (5.00%) and giving false witnesses (1.30%).

The evils in the name of religion included caste and communal feelings, as reported by 15.65 per cent of the Basic schools and 6.25 per cent of the Basic Training Schools, and about three per cent of Basic schools reported untouchability, superstition, traditionalism, lack of understanding of modern world, and desire to grow, without allowing religion to come in the way. Lack of fear of the Lord and the lack of realisation of the truth that 'service to man was service to God.'

The social evils included lack of unity due to power mongering by the rival groups and perpetuation of party feelings. (6.52%), wasting time, procrastination, irregularity, and unpunctuality (5.21%). Other evils cited were lack of discipline, confidence, civilised behaviour and way of life, and sense of justice. The community imitated the elders blindly and aped the western dress and manners.

The community did not respect certain health principles as they kept their surroundings unclean, used the road sides as urinals and toilets and bathed and washed the cattle and clothes in the drinking water tanks. Many kept the cattle unclean and they did not care for the prevention and cure of infectious diseases.

Out of all the social evils the community was suffering from the following appeared to be most important :

**TABLE No. 100**  
**DRAWBACKS OF THE COMMUNITY**

Item		Basic schools	Training Schools
1. Use of intoxicants	...	30.43	31.25
2. Betting	...	18.70	18.75
3. Caste and Communal feelings	.	15.65	6.25
4. Indifference to education	...	8.68	6.25
5. Thieving	...	7.33	—
6. Selfishness, Jealousy, Nepotism, narrow regional feeling,	...	7.37	12.50
7. Lack of unity due to power mongering by rival groups, feuds,	...	6.52	12.50
8. Wasting time, procrastination, irregular, non-punctual	..	5.21	—
9. Withdrawal of children from the school for parents domestic work	-	5.21	—
10. Prostitution	..	5.09	—

Due to implementation of prohibition at that time, toddy and alcohol distilled illicitly were taken by the community members. Betting usually took the shape of bidding at the games of cards—especially the games of three cards, and 'Bestulu' or cock, ram, or bull fights. Caste feelings were rampant and indifference to education could be seen from the condition of the schools. Thieving, selfishness, jealousy, nepotism, narrow regional feelings were due to lack of better opportunities to all or due to procrastination and absence of hard work. Prostitution was also a common social evil. The school had the responsibility to take up the challenge and fight these ten important evils prevalent in the state of Andhra Pradesh.

#### **Remedial Measures :**

The Basic schools in Andhra Pradesh appeared to be conscious of these bad habits in the community and in a bid to serve the community through the school in order to remove these evils they adopted a number of programmes. A maximum of 38.26 percent of the schools believed that public opinion should be mobilised through propagation of the importance of education against the continuance of the bad habits. The techniques of this propaganda mostly took the shape of meetings organised in connection with the Basic education week or Health week, Parents day and school annual day celebrations and talks by experts. Individual contacts with community members were also possible through the adult literacy classes. Magic lantern or film shows were also arranged either in connection

with the aforesaid meetings or in the adult literacy classes. Sometimes processions were also organised in connection with some special functions raising slogans against certain evils in the society. All these attempts were made to effect some change in the thinking of the community members about their way of living.

Another 24.76 percent of the schools reported that they were organising perfect community living and school self-government. In this process various cultural programmes were organised e.g. dramas, music, bhajans and prayers and celebration of birth days of great men. Besides these entertainments the mid-day meals for students and occasional community feasts provided opportunity for inter-dining. These programmes were aimed at eradication of caste and communal feelings and development of positive qualities like co-operation, toleration, social mindedness, and sense of responsibility among the student community and through them in the wider community.

Some schools (7.60%) were trying to increase respect for teachers among the students and community by setting good examples and this was expected to have an impact on the parents who were also exhorted to cultivate exemplary behaviour. This was essential as the children had a tendency to imitate the elders.

A few schools (6.52%) believed that bad habits developed because the leisure time was not utilised well. So, they gave heavy home work; developed hobbies, and organised drill and games. The students were asked to be thrifty and several stories were told to develop such traits as unity and co-operation among them.

A few other schools (4.10%) organised individual and community health and hygiene programmes. The students were asked to clean up the insanitary parts of the village and the members of the local community were also involved in this social service programme.

Some other schools (2.70%) believed that only through compulsory education of children the community could ultimately be got rid of the evils and so they organised intensive enrolment drive, providing school lunches, uniforms, educational equipment, scholarships etc. Perhaps many other schools might be attempting universal enrolment programme, but very few schools did it with the view of changing the community through the education of its children.

Another 2.60 per cent of the schools tried to avoid the interference of the community leaders, non-officials and officials with the

affairs of the schools with a view to keep the school off from the bad influences. They believed that school was not in a position to remove these evils from the community. They could only punish the students who were subjected to the weaknesses the community possessed. Some of the school teachers resorted to reporting against the greedy practices of the private managements. Some other teachers believed that Basic education as practised today would not serve the purpose as it only concentrated on spinning and weaving.

The methods adopted by a few schools i. e. propagation of the better principles of life in order to persuade the community to shed off the evil practices and organisation of better community living were effective. But a majority of the schools were not seriously thinking of changing the community through their programmes and they should give their thought to this problem.

As far as the Basic Training Schools were concerned only 18.75 per cent of them were following the propaganda techniques discussed above. As many as 12.50 per cent of them were following the community life techniques like prayers, bhajans, devotional music, inter-dining etc. A few Training schools (6.25%) were adopting social service programmes involving the students and community members, to bring about desired changes. The training school data also confirmed use of the techniques of propaganda, community life and community service to bring a change in the community outside the school.

The above discussion essentially pertained to social change through school education. This process could not be limited merely to the community action programmes of the schools. The objectives of education, the curriculum, methods, and teacher education should aid this process and new techniques of community extension should be developed by the training schools.

### SCHOOL AS A COMMUNITY CENTRE

#### Need for School Community Concord :—

If the objective of social change through school education was to be realised, the school should function as a community centre. This idea was being preached by the officials and non-officials in Andhra Pradesh. While inaugurating a five day seminar on Community Development sponsored by the Department of Education, in January 1962 Shri K. Vasudev Rao, Collector of Hyderabad district emphasised the importance of village school as a community centre in the decentralised set up. He stressed the need for dynamic teachers to assume leadership for transforming the society. He also

wanted the village teachers to eschew feuds and politics and identify themselves with the village community<sup>12</sup>

The teachers organisations also equally emphasised the need for their members to take an active part in community reconstruction, but they regretted that the public did not still recognise this fact. Yet the teachers should not forget that they were primarily social workers. If they get the social recognition their status would rise. The only way to draw the attention of the community was to teach well in the schools. Teachers should try to evoke love from students. Parents also would be attracted to teachers through their children. For wider public patronage the teacher should participate in the social welfare activities e. g. establishment and running of libraries, dissemination of world affairs among villagers, adult social education, citizenship training, health education, participation in village development programmes. Teachers should not take sides in the group rivalries in the villages, even though they might offer their advice if called for to settle their disputes. Even though the teachers were carrying on such community service activities here and there, the teachers organisations should give a systematic plan and get the same implemented through all its branches in the state.

In the study conducted by Miss Muntaz Wasiulla Hussaini among the activities organised by the schools to build better school-community relations the following items figured in order of ranking : (1) Visits of parents to the school especially on the admission day, (2) Inviting parents to the school cultural and social functions, (3) Parent-Teacher Association, (4) Visits of the staff members to the houses of students, and (5) Organisation of students social service activities during vacations

#### **School and Parents :—**

It was reported that the teachers in 85.22 per cent of the schools and 6.25 percent of the practising schools discussed the students problems with the parents by actually going to their houses, and this showed a sincere desire on the part of the teacher to establish contact with the parents in the interest of the child. On the other hand only 58.69 percent of the schools and 6.25 per cent of the practising Basic schools reported that parents were visiting the schools for discussing about the progress of their children. Forty per cent of the Basic schools and 6.25 percent of practising schools appointed advisory committees

<sup>12</sup> *The Deccan Chronicle*, 22nd January, 1962.

with parents and local community leaders, while 52.60 percent of the schools and 6.25 percent of practising schools had established Parent-Teacher Associations.

The progress of the Parent-Teacher Associations was reported only on paper and very little work was actually done. Fifty one per cent of the Educational Officers said that most of the parents especially in the backward districts were illiterate, ignorant, disinterested and indifferent towards education. In other places also they could not co-operate with the school programmes as they were busy with their own work and did not show any interest in educational matters.

Twenty one per cent of the Educational Officers stated that the teachers did not pay any attention nor respected the Parent-Teacher Associations. The teacher was not popular in the village community and his socio-economic status was very low. He could not influence the parents to take part in the Parent-Teacher Association nor he could adopt any effective methods to cultivate close contact with the community. He was not qualified to do this job. Even though the teacher exerted to the maximum how could he bring round the parents who were only interested in keeping their children in the school from 10 a. m. to 4. p. m. and when he constantly got replies from them like 'Not interested' and 'No time'. About twelve per cent of the Educational Officers stated that Parent-Teacher Associations were not functioning in their ranges as no facilities were provided by the schools under the existing social conditions. One view was that Parent-Teacher Associations were not found to be useful and another view was that they were being replaced by 'Education Committees' and 'Mid-day Meals Committees'.

#### **Difficulties in the way :**

Among the internal difficulties mention may be made of the unwillingness on the part of the teachers to undertake adult social education classes without extra remuneration, inadequate number of teachers with requisite qualifications, lack of sufficient cooperation of teachers due to their low economic status and heavy work; lack of enthusiasm, and the belief that all these types of work were extra and not connected to education. Some of the external difficulties were that many adults were exhausted after day's hard work and hence, would be reluctant to attend the social education classes; lack of interest on the part of some of the community members and the belief that the sole responsibility of educating the child rested with the teacher and the school.



These items of difficulties were in agreement with the difficulties expressed by the Basic schools, Basic Training Schools and the Educational Officers, as discussed in the preceding pages. The Educational Officers (19%) took some measures to improve the school community relations especially through the organisation of Parent-Teacher Associations by propagating the cause of these organisations in the monthly meetings of teachers, even when there was slow response. The teachers were explained the reasons why Parent-Teacher Associations were failing and they were advised to hold the meetings in the evening time so that parents who were cultivators could also attend the same. Direct personal contact with parents was advised and they were asked to give their suggestions for running these associations successfully.

About ten per cent of the Educational Officers suggested that the parents should be involved in the school celebrations like the Annual Day, Basic Education Week or even Parents Week and in slow degrees the Parent-Teacher Association could be built up. The general economic and educational level of the parents was not so high and so the Government should first provide some funds for the Association. The Association also should plan some programmes which would eventually benefit the parents in their professions or in bettering their economic level. The resources of the village panchayat should be utilized to the maximum for this purpose.

#### Public Attitude to Community Programmes and Basic Education

THE school-community contact would pave the way for better public understanding of the community programmes and the system of Basic education as a whole. Only 30.87 per cent of the Basic schools positively indicated that the local communities liked the community programmes, while 65.22 per cent of them clearly answered in the negative. Under these circumstances it was necessary to find out the reasons for the lack of appreciation of the Basic school-community programmes.

TABLE No 101  
FACTORS RESPONSIBLE FOR THE NEGATIVE ATTITUDE OF THE  
LOCAL COMMUNITY FOR SCHOOL COMMUNITY PROGRAMMES

Reasons for the unfavourable attitude of community	Percent
1 Importance of Basic education was not understood by people	70.00
2 Feeling that children were not really being educated through Basic system of education	65.22
3 Students were heckled by calling names as 'cotton carders' 'weavers' etc.	52.60

## GANDHIAN PRIMARY EDUCATION

	Percent
1. People avoided their children doing manual work.	51.30
2. Due to lack of Basic trained teachers	
a. People were not understanding the Basic system	47.39
b. Programmes were not implemented properly and	
no public attitude was prejudiced	40.87
3. People did not like all castes to work together	44.35
4. People were lazy and not work minded or hard working	36.52
5. People were afraid of new system	33.48

According to seventy percent of Basic schools and fifty percent of Training Schools, people did not understand the importance of the system of Basic education and according to 47.87 percent of the Basic schools and fifty percent of Training Schools the lack of understanding was due to not posting Basic trained teachers to work in the Basic schools. The same factor was responsible for improper implementation of Basic education (40.87% Basic schools and 41.15% Basic Training Schools) and so people gained the impression that children were not really being educated in the schools (65.22% of Basic schools and 50% of Basic Training Schools). According to 51 to 53 percent of Basic schools and 31.25 percent of Basic Training Schools, introduction of the element of manual work in the schools was responsible for the dislike of Basic education programmes and heckling of students by the local community. Caste and other psychological considerations were also a powerful influence for the negative attitude of the people.

The above discussion revealed the pulse of public on Basic education. The Assessment Committee remarked that Basic education was supported by Congress party and the Gandhian constructive workers, as it was pioneered by Mahatma Gandhi and launched by the Congress Governments. Opposition to this system came strongly from Communists, communists and University educated people. The grounds for the opposition from communists and communalists were political, while the University people opposed because they feared that the introduction of handicrafts would lower the intellectual content of education.<sup>12</sup>

The fact that Basic education programmes were not sincerely implemented was also revealed in the 1956-57 survey of Basic education by the present investigator. The raw materials did

not reach the schools for starting of craft work, craft equipment was not available and even if available it was defective or incomplete. Even when facilities for craft work were lacking, the other inexpensive programmes of Basic education were also not implemented. Thus a full picture of Basic education could not be presented to the community. So, the community need not be blamed entirely for this situation.

According to a study conducted by Shri V. Narasimha Reddy the opinion poll in Telangana revealed that the people did not agree with the practice of the school undertaking the following programmes

1. Self-reliance in food,
2. Self-reliance in clothing,
3. Self-sufficiency in relation to meeting the recurring expenditure of the teachers salaries from the craft produce, and
4. Cleaning the surroundings

The investigation also revealed that Basic education was making slow progress due to a number of reasons and thus became unpopular. The following were some of the reasons :

1. Paucity of the properly trained personnel to run this education
2. The opinion of the public that children of tender age could not handle the Basic crafts,
3. The cultural programmes - dance, drama and music etc. were considered to be against the moral code,
4. Teachers could not make the technique of correlation successful, the public had no belief in this method, and syllabus did not guide them in this respect,
5. The public were of the view that Basic education did not provide for religious instruction and on the other hand it was breaking away with the past traditions,
6. The teachers did not know craft work, they did not know how to exploit craft work for educational purposes and necessary facilities for organising craft work were not provided - accommodation, equipment and raw materials, and sufficient time was not given for craft work.
7. Proper records were not maintained for assessing the progress of the individual students or the work of the school as a whole.
8. Paucity of literature produced after considerable research in crafts, correlation and other aspects of Basic education.

The above conclusions were based on the analysis of an opinionnaire issued to the Head Masters of Basic Schools and a cross section of the community in Telangana. 14

According to Shri Lingam Rajagopala Rao's\* views on the popularity of Basic education in Andhra Pradesh the people gained an impression, since Basic education was inaugurated in Andhra Pradesh in 1938 when the Congress party formed Government, as in all other states, that this system of education was a political programme of Mahatma Gandhi and Congress party. When Congress was in power all the Educational Officers encouraged Basic education took advice from Gandhian constructive workers and wore *Khadi* (hand spun and hand woven cloth). But after Congress party stepped down when war broke out in 1949, again the Educational Officers continued the traditional elementary education gave up *Khadi* and started tendering advice to the Sarvodaya workers. From this Shri Rao concluded that Basic education could not be implemented through the old machinery and officers of the Government. The Educational Officers were bound by the shackles of the Government rules and regulations and they acted only as mercenaries. They always tried to please the higher officers and bossed over the subordinates. They changed colour according to the wishes of the party in power. They were always after their promotions and authority. Their thinking was not only inconsistent with social philosophy of Basic education, but definitely against it. The Educational Officers of the old order did not possess the new outlook as they were not trained in the new environment.

Again when the Congress came to power in 1946 the same officers started praising Basic education. Basic education enjoyed the maximum prestige till Mahatma Gandhi lived, as no one dared to oppose

14. Shri Narasimha Reddy, V. *An Evaluation of the Basic Educational Programmes in Schools of Telangana in Relation to the Public Opinion*. (Unpublished Master's thesis, College of Education, Osmania University, 1964) pp. 114—138.

\*Shri Lingam Rajagopala Rao of Sarvodaya Ashram, Pedavegi, near Eluru, West Godavari District was the first Teacher Educator who inaugurated Basic education in Andhra Pradesh by teaching the first two batches of trainees at the *Andhra Jateeya Kala Sala*, Machilipatnam in 1938, after he himself took intensive training at Wardha in Gandhi's Ashram. He was also responsible for starting a number of Basic Training Centres in Andhra and edited a journal '*Sarvodaya Vidya*'. The discussion in this section was based on his views expressed through his journals of July, August, September, December, 1958, August, September 1959 and August, 1960.

the Saint of Sevagram. Since his assassination in 1948 even though the Congress was in power its prestige started dwindling giving a setback to Basic education. From this trend he concluded that the criticism of the public and officers that Basic education was the programme of Mahatma Gandhi and Congress party, appeared to be true. These officers reduced Basic education to cooking, cleaning roads, scrubbing vessels etc. They lectured on the importance of wearing *Khadi*, but they themselves did not wear it and their students did not touch it. The *Khadi* hanks were purchased from the market and submitted by the students as their work to get credits in the craft programme.

In his opinion Andhra had education ministers who were confused people. One Education Minister did not understand the distinction between traditional Elementary Education and Basic education and wanted workers to show Basic education concretely in action for helping his understanding. Another Education Minister did not have faith in this system. He was of the opinion that except politics all other Gandhian constructive programmes should be taken up by the constructive workers and Government should have nothing to do with them, while in other States the Governments were working hand in glove with the constructive workers. There was no strong Association of Basic Teachers to think about the present status of Basic education and to recommend and implement any measures to uplift this waning system of Education. If such an Association existed it could have run a model Training Institute, demonstrated Basic education in practice and organised research.

The Basic education as designed by Mahatma Gandhi and the system as understood and implemented by the Congress Governments were two different things and this divergence was seen in other constructive programmes also. What was going on in the name of Basic education was the traditional elementary education under a new label. The objectives for which this system of education was launched could not be realised.

In a democracy, it was said, Government followed the people. Theoretically speaking people should have taken the initiative to encourage the Basic education movement, instead of leaving it to the mercy of the ruling party. But if matters were entirely left to the will of the people, some times they acted against their own interests. If people's will was taken they would vote for continuance of drinking alcohol, which was prohibited. So, the decision on such matters should be left to the social and constructive workers. People wanted more bookish knowledge, knowledge of science, status, money, com-

forts, Employment etc and Basic education could promise only development of agriculture, industries, scientific knowledge, while higher posts, physical comforts and other things were against the service motive of Basic education. The independent Basic education centres which did not receive any Government grant tried to demonstrate the true system to a greater extent than the Government or the aided private institutions. It would be better if the Government aided such independent centres, which were few, without imposing their system or rules. This step would combine both the quality of such really independent institutions and the quantity the Government desired, as it would be possible to start more such institutions with Government money without policy restrictions. This step was perhaps necessary as the present Basic education flourishing under the Government was Basic education only in name and not like the system organised in the independent voluntary institutions where education was related to life, Sarvodaya (welfare of all) and the uplift of villages in which the Indian nation lives.

**Opinion of Schools on Public Attitude to Basic Education :—**

Only 15.22 per cent of the Basic Schools and twenty five percent of Basic Training Schools stated that the attitude of the public was positive towards Basic education, while 81.30 per cent and 68.75 per cent of the Basic Training Schools stated that the public attitude to Basic education was in the negative. The following table gives the reasons for the lack of public patronage for Basic education :

**TABLE No 102**  
**REASONS FOR LACK OF PUBLIC PATRONAGE FOR BASIC EDUCATION**

Reasons	Per cent
1. Lack of literature for propaganda, on techniques, text books based on correlated teaching, guide books for teachers and professional journals.	76.96
2. Suitable equipment, raw material, accommodation, land, irrigation facilities lacking for proper working of crafts and there was much wastage in craft work	72.60
3. The officers in the local bodies and parents of school children did not understand the importance of Basic education.	70.00
4. Model Basic schools were not started	69.13
5. Leaders in society send their children abroad or to convents or Public schools where English was the medium of instruction. So, there was a feeling that standard in other schools was higher than in Basic schools,	68.26

Reasons	Per cent
6 Teachers lacked knowledge or conviction, enthusiasm, efficiency, as well trained graduates were not appointed as Head Masters & Assistants and they were not given rent free quarters making schools residential	68.26
7. Dovetailing of Basic education with higher stages of education was not done	65.22
8 Rural crafts were introduced disregarding power motivated crafts and aptitudes and attitudes of children, making the system unpopular in urban areas.	62.17
9 Basic education was not expanding as it was costly.	60.43
10 Mechanical community life and lack of understanding of the objectives of inter-communal living	59.56
11 Craft work and self sufficiency aspects were over-emphasised	57.39
12 Students were not encouraged by giving scholarships, mid-day meals, educational equipment from the craft proceeds	55.22
13. Basic education was not in consonance with our social and material conditions in the country were not conducive to its growth	54.35
14 Basic schools were not guided properly either by the officers or by other agencies.	53.04
15. Loose implementation of most of the programmes like crafts and correlation	52.60
16 All elementary schools were not converted into Basic pattern at the same time	52.17
17. Private managements did not agree to convert their schools into Basic Pattern	45.20
18 Congress Government forced the scheme on the country as this idea was given by Mahatma Gandhi	45.65
19. The idea that Basic system was only utopian and not practicable	36.95
20 Officers of the Education Department were trying to defeat the scheme	14.35

Sixty two to sixty nine per cent of the Basic Training Schools also stated that Basic education could not get the public patronage because of such reasons as community life becoming mechanical, suitable literature not being available, proper dovetailing with higher education not being done, craft work and self sufficiency aspects being over emphasised and even so proper equipment, raw material, accommodation and other facilities not given for craft work, failure of the principle of correlation, children of people of status going to non-basic schools which led to the belief that standard in other schools was higher.

The common complaint, that suitable literature in the shape of books to explain practically various principles of Basic education,

guide books for teachers and that new text books, professional journals, propaganda literature were lacking, was proved from this study. If suitable literature was circulated in the regional languages this would have led to the complete understanding of this system first by the teachers and then by the general public.

#### **Educational Officers Opinions About the Attitude of Public & Parents.**

Forty per cent of the Educational Officers stated that the attitude of the public and parents was against, unsympathetic, disinterested, misunderstood, unfavourable, and unsatisfactory for they did not like the craft work and *Safai* (cleaning programmes) as they did not realise the importance and dignity of manual labour. Another nineteen per cent of them stated that a majority of the parents and public have no faith or belief in Basic education, though they admitted the principles were sound, they believed that they could not be put into practice.

They also felt that the teachers did not take proper interest in the implementation of the principles. Six per cent of the Educational Officers stated that parents were not convinced about the utility of Basic education in terms of developing the three R's. Thirteen Educational Officers stated that the attitude of the public and parents was quite satisfactory, favourable, co-operative and encouraging. But at the same time they felt that the administration was not giving the necessary encouragement by way of supplying the necessary material.

The dislike for manual labour, the feeling that Basic Education did not develop the intellect, and in efficient administration of the system were responsible for the unfavourable public attitude to Basic Education and those points supported the earlier studies.

#### **The Educational Officers' Efforts to popularise Basic Education Reasons for Unpopularity**

The Educational Officers stated that there were many reasons for the unpopularity and slow progress of Basic education. Twenty seven percent of them said that public and parents resisted Basic education on the ground that its products did not attain the required scholarship and so lacked the market value. They were not fit for higher studies as Basic education was not properly dovetailed to higher education. This low standard was attributed to the undue emphasis laid on crafts and manual labour. Even these crafts were not leaning to modern technological trends as the same old *Takli* and *Charka* were introduced in most of the schools as the principal craft. Nineteen



teen per cent of them stated that the existing Basic schools, even the residential schools, could not adequately demonstrate the principles of Basic education practically and realistically due to several reasons and specially because they were not properly equipped with suitable literature, implements, land and other facilities and these institutions could not produce and sell useful craft products. Seventeen per cent of Educational Officers stated that the full advantages of Basic education were not brought to the notice of the public, which consisted mostly of illiterate persons, and as such they were not expected to take the initiative to know things. So, the parents remained indifferent to Basic education. Sixteen per cent of the Educational Officers complained absence of funds, personnel, co-operation, co-ordination, initiative, interest with the people concerning Basic education. So Educational Officers could not popularise this system of education.

#### **Measures Taken to Make Basic Education Popular :**

Fourteen per cent of the Educational Officers stated that they were organising propaganda through pamphlets and other publicity media and bringing home to the public the true principles and asking them to do their duty towards this system. Seven per cent of them stated that Basic education week (January 20th to 26th) melas and exhibitions were organised, and they also demonstrated certain principles when occasion demanded. Some Educational Officers (3%) stated that managements gave warnings to shirker teachers in Basic schools. A few (2%) Educational Officers tried to provide a variety of crafts in their areas to meet the criticism that only cotton craft was introduced in Basic schools.

Eleven percent of the Educational Officers were of the opinion that more propaganda was needed to convince the people of the villages, the village Level Workers and the Extension Officers should be utilised for this purpose and they must be paid special allowance. A special inspectorate with publicity equipment could be created. The Information and Public Relations Department also could carry out systematic propaganda for the scheme. Parents could be invited to the school to see the better work turned out by the teachers and students, as any amount of propaganda might not convince the parents, except good results of the schools.

Four percent of the Educational Officers said that teachers should be posted at places of their liking. A few Educational Officers (4%) said that the teachers should be provided with quarters and the students should be given food, clothing, books etc. A few others (4%)

stated that the subject syllabus should not be less compared to the traditional school standard and the present seven year integrated syllabus should still be integrated with some more elements of Basic education. Two percent of the Educational Officers said that some properly equipped English medium Basic schools should be started and those who preach Basic education should set an example by sending their children to these schools.

More propaganda, selected teachers, equipped schools, properly planned syllabus, satisfied teachers and students, might increase the popularity of Basic education according to the suggestions of the Educational Officers.

#### Measures Adopted by Schools to Popularise Basic Education :

The Government of India suggested the celebration of Basic education week from 20th to 26th January every year to popularise Basic education in the country. In Andhra Pradesh also the Basic schools and Basic Training Schools celebrated this week by organising 'Prabhat Pheries', processions, Exhibitions, seminars and symposia and the high officers of the Education Department, University professors and college lecturers participated in a number of such engagements. A considerable press and radio coverage was given to these programmes.<sup>10</sup>

TABLE No. 103  
MEASURES TAKEN BY SCHOOLS TO POPULARISE BASIC  
EDUCATION IN THE STATE

Measures taken	Per cent
1 Celebrations of Gandhi Jayanti, Basic education wee, annual day, processions meetings, conferences.	84.88
2 Sports competitions	78.26
3 Propaganda through <i>Burrakatha</i> , <i>Harikatha</i> , Drama, song, social education, friendship with opponents of the scheme, films, Village Panchayat, Village leaders and officers.	64.78
4 Bringing students to school daily	53.04
5. Community service programmes	52.60
6 Formation of local education committees	52.17
7. Implementation of Gandhian constructive programmes like <i>Khadi</i> and <i>Sutrayagna</i>	50.00
8 Organisation of exhibitions and museums	39.56
9. Preparation of farm yard compost according to new methods	37.83
10. Setting apart certain days for visits of parents and public to see Basic education in action.	26.96

10. *The Deccan Chronicle*, 25th January 1963

In Basic schools and Basic Training schools alike, occasional celebrations and certain other propaganda techniques were mostly used for popularising Basic education. The sports competitions were also taken as the media for popularising Basic education. Perhaps local community members witnessed the same which provides the school an opportunity for using the occasion for propaganda.

### **Suggested Measures to Further Propagate Basic Education**

Apart from the intensification of propaganda through various media, visits by expert committees and raising the standard of Basic education by adopting scientific methods, one percent of schools each suggested a number of measures like raising teachers salaries, mid-day meals, cultural programmes, formation of Basic education committees at district and state levels, conversion of all stages of education and all schools into Basic pattern, appointment of well trained staff and introduction of craft at higher stages

The Basic Training Schools also suggested that Basic education should be made progressive by adopting scientific techniques so that more people are attracted to it (87.5%) and by raising the standard of education in terms of scholastic achievement (68.75%). They also suggested the visits of expert committees to the institutions (75%) and propaganda through the Information and Broadcasting Departmenta

From the opinions of the Basic schools and the Basic Training Schools and from the discussions made in the preceding pages, it appears that Basic education could be made more popular by raising its standard and disproving the idea that the craft work and manual labour were over emphasised to the detriment of the intellectual growth of the educand.

### **Conclusion**

It is necessary to evaluate continuously the standards maintained by each School in the manual and craft work and the intellectual activities. It is also essential for both the teachers and the students to maintain records of students work, which should form the basis of such evaluation.

The succeeding chapter contains a discussion on the records, techniques and periodicity of evaluation adopted by the Basic Primary Schools



## CHAPTER XI

# Evaluation and School Records

### Nature of Evaluation in Basic Education :

There should be weekly, monthly, quarterly, half-yearly and annual programmes of evaluation. The pupil must be able to know after every evaluation how far the class as a whole has been successful in carrying out its plans and what his position is as compared to other members of the class.<sup>1</sup>

The Special Committee for Basic Education, Andhra Pradesh, while recommending the holding of such monthly, quarterly, half-yearly and yearly assessment, stressed the importance of records of the pupils which should form the basis for such assessment. The committee also suggested that evaluation should keep in view the extent to which the objective was being achieved, the effectiveness of the learning experiences provided in the classroom and the possible direction in which improvement was called for. The process of evaluation was a necessary concomitant of planning. Changes occur in the students over a period of time and so evaluation should be undertaken at frequent and well regulated intervals.<sup>2</sup>

The Fifth All India Basic Education Conference recommended that assessment of the institution had to be done at different levels : Institution as a whole, Students, Teachers, Organisers, and the impact made on the local community.<sup>3</sup>

In this chapter the discussion would be limited to the evaluation of the students' achievement only.

The assessment of the students should take into consideration:

1. *The Hand book for the Teachers of Basic Schools*, New Delhi: Ministry of Education, Government of India, 1956

2. *The Report of the Special Committee for Basic Education Andhra Pradesh*, Hyderabad: Education Department, Andhra Pradesh, 1961 Pp. 83-84.

3. *Report of the Fifth All India Basic Education Conference*, Sevagram: Hindustani Talimi Sangh,

- (a) Cleanliness and health -- both personal and community, including habits of cleanliness, physical development charts, medical inspection records, knowledge of first aid, physiology and dietetics,
- (b) Planning and supervision of daily life from getting up to going to bed,
- (c) Craft work, with the self-reliance, skill and ability and mental development shown,
- (d) Application of commonsense to life situation,
- (e) Citizenship discipline and punctuality, time sense and thrift, etc,
- (f) Social service within and outside the institution,
- (g) Cultural Development,
- (h) Records.

The Special Committee also favoured the inclusion of the following items for the assessment of student's progress in a Basic school.

- (1) Regularity of attendance which in any case should not be less than seventy five per cent,
- (2) Achievement in academic subjects,
- (3) Efficiency in craft work,
- (4) Physical Development,
- (5) Social education work and
- (6) Good social qualities.

The Special Committee also favoured the following classifications adopted in Madras state.

		Marks
(1) Personal development	...	150
(2) Community living	...	100
(3) Vocational competence	...	300
(4) Cultural and recreational activities.	...	300

The Committee also recommended the points to be borne in mind in connection with the evaluation of work and records for the year as a whole, as it was done in Bihar.

- (1) Whether there has been a scheme of work for the child throughout the year, intelligently prepared by the child and assisted by the teacher,

- (2) Whether the scheme has been worked out in a planned manner,
- (3) Whether the records of the child have been properly and regularly studied by him and the teacher,
- (4) Whether the progress has been reviewed by the child and the teacher regularly,
- (5) Whether there has been intensive work to make up the deficiency of the child, if any.
- (6) Whether there has been due influence on the environments of the school i.e. pupils, families and local community;
- (7) Whether work in the school has been integrated with the study of the conditions and requirements of the physical and social environments and
- (8) Whether the pupil has been regular in attendance and has shown all round gradual development.<sup>4</sup>

In a number of traditional elementary schools and even in some Basic schools the traditional type of examinations was in vogue. There was usually a formal annual examination in each class with a few hours paper in each subject. Questions were set to test students' knowledge of the subjects as prescribed in syllabus. Generally a minimum of thirty per cent marks in each paper and somewhat higher aggregate entitle an examinee to a pass. It was a test of memory. No attempt was made to test either the development of personality or intelligence or the ability to use the knowledge gained for some fruitful purpose in life, as was required in a life-centered education in which knowledge was integrated with various life activities.

In Telangana till 1960 there was a public examination for pupils at the end of class VIII. This was abolished in view of the defects in such examination system. The headmasters were authorised to conduct tests, promote students from class VIII and grant them a certificate. In Andhra area a public examination was held for the non-basic elementary schools at the VIII class stage, while the Basic schools were allowed to carry on with the assessment of pupils in their own manner. But with effect from the academic year 1965-66 the Education Department introduced public examination

<sup>4</sup> *Report of the Special Committee for Basic Education Andhra Pradesh Op Cit. Pp 85-87.*

for the class VII, which was the terminal point of the seven year integrated elementary scheme. This was applicable to the Basic schools also. But this kind of external annual public examination lays exclusive emphasis on intellectual attainments and this became the main motivating force for all efforts on the part of the students as well as teachers. The subjects or activities which were not included in the scheme of examination were not cared by the students, parents and teachers. Things did not stop here. Every possible mal-practice was employed by students to get through the examinations. As all were affected by the examination phobia, the class room instruction was organised in relation to what could pay in the final examination, and so the broad content of education did not come into the picture anywhere.

According to a study conducted by prof. K. Vedantachary as approved by teachers seminars in Nizamabad and Warangal, poor results were obtained in the examinations due to several reasons which included lack of qualified teachers due to low scales of pay, defective selection of teaching personnel, external pressures including political influences on teachers in the matter of promotions in lower classes, undue delay in supplying the list of text-books and nationalised text-books, frequent transfers of teachers, deputation of teachers for clerical work and lack of interest among certain teachers, lack of adequate equipment and teaching aids, inadequate staff, ill-equipped laboratories, lack of accommodation. These reasons for the low percentage of passes were supplied by the teachers and were supported by the records maintained in the schools.

Teachers seminars demanded uniformity of examination system at district level and suggested that question papers for V, VII and X classes should be framed at district level. The class work and monthly progress record of students should be the criteria for promotion in the annual examination and the cumulative record system as existed in Multipurpose High Schools should also be made applicable at other levels of school education. The seminars attributed falling of educational standards to poor standard of teaching at primary (basic) and middle (senior basic) levels, burdensome syllabus, heavy workload of teachers, lack of proper supervision of staff and indifferent attitude on the part of parents of students and present system of examinations and promotions.<sup>5</sup>

5 *The Deccan Chronicle*, 22nd June and 19th July 1963

The Special Committee recommended assessment of pupils scholastic achievement, craft work, community work, personality and personal development, social behaviour, through simple, comprehensive, objective, reliable and valid evaluation techniques and tools like paper and pencil tests, observations, interviews, questionnaires, pupil products records. The results of these periodical appraisals were to be put in cumulative record card which should give complete picture. This record card should be appended to the school leaving certificate granted by the head master in a decentralised system of evaluation evolved on modern lines by an expert committee, the appointment of Public Instruction.<sup>6</sup>

The discussions in the succeeding pages of this chapter will give a picture of the evaluation practices in vogue till 1966, when the Government of Andhra Pradesh introduced the practice of conducting a public examination at the VII class the terminal grade of the seven year integrated elementary education scheme, the syllabus of which was made applicable to Basic schools also.

The Basic schools of Andhra Pradesh were asked to state the factors taken into consideration for promoting the students into the higher grades every year.

TABLE 104  
FACTORS CONSIDERED FOR PROMOTION OF STUDENTS

Factors for promotion	Percent
1. Average of the marks obtained in the monthly and annual examinations	64.73
2. Attendance	63.91
3. Good conduct	63.04
4. Teachers' record maintained for each child	52.17
5. Marks obtained in the annual examination	51.30
6. The average marks of the monthly tests	48.70
7. Students records.	43.91

Only less than seven percent of the schools checked the factors (1) Pressure of the parents, (2) Recommendations, and (3) Caste and communal considerations. These factors were not at all significant. Average of monthly and annual examination marks, regular attendance, good conduct and recorded observations of the teachers were taken into consideration for promoting the students into the higher grades. A good number of schools (43%) were relying

<sup>6</sup> *Report of the Special Committee for Basic Education, Op Cit* Pp. 86-90.



on the students records. The remaining schools also should insist on the students to maintain records

The 1956-57 survey of Telangana Basic schools by the present investigator also revealed that marks obtained in the examinations constituted the basis for the promotion of students into higher grades. At that time the records of students were not taken into account while atleast 43.91 per cent of the schools have now reported that they are taking the records of the pupils into consideration for annual promotions

TABLE No. 105  
RECORDS MAINTAINED BY STUDENTS

Record	G		R		A		D		E		S	
	1	2	3	4	5	6	7	8	9	10	11	12
1 Daily plan	42.61	40.87	42.17	46.09	42.17	60.9	5.65	4.78				
2 Daily diary	8.70	8.70	10.87	13.48	13.91	6.09	6.09	5.22				
3 Monthly progress report	24.78	24.35	29.13	34.35	32.61	6.09	6.09	6.09				
4 Craft record	10.00	19.57	10.09	16.52	18.70	2.17	2.17	2.17				
5 Report on the proceedings of school assembly	3.04	2.61	4.78	9.57	7.83	2.17	2.17	3.04				
6 Report of the social and cultural activities	2.17	1.74	4.35	9.13	4.74	2.17	2.17	2.17				

The daily plan appears to be the most widely maintained record followed by the monthly progress report. These two records were maintained by students upto fifth class in a greater percentage of schools. The reports of the proceedings of school assembly meetings, social and cultural activities and craft record were insisted by only few schools, even though they were very important. No record was maintained by students in any class in more than 46.09 per cent of the schools. This showed lack of seriousness among the schools with regard to the maintenance of the records.

Since it was known that very few schools were encouraging students to keep records, there was a case to believe that the evaluation was more based on the teachers records. It was seen that some records were maintained by teachers in 81.40 per cent of the schools. But in a majority of the schools the teachers maintained records like monthly and annual plans which were not really helpful to assess the

students progress. Records like pupil's scholastic progress, cultural and social activities of students, students progress in craft work, physical development, personality development and aptitudes and attitudes were really helpful for the assessment of students. Even these records were not maintained by teachers in a majority of the schools, and it appears that the teachers relied more on the examinations conducted at frequent intervals.

TABLE NO 106  
PERIODICITY OF EXAMINATIONS CONDUCTED

Periodicity	Percent
1. Annual	83.91
2. Half-yearly	82.60
3. Quarterly	79.13
4. Monthly	49.13
5. Fortnightly	6.96
6. Weekly	6.09

The above data supported the 1956-57 study of the Telangana Basic schools wherein it was revealed that the percentage of schools conducting annual examinations was the highest but the same steadily declined successively in the case of half-yearly, quarterly, monthly, fortnightly and weekly examinations as shown above. The monthly tests were more popular in Telangana than in coastal Andhra and Rayalaseema. The percentages of schools conducting fortnightly or weekly tests were not significant. More emphasis was being laid on only annual, half-yearly and to some extent on the quarterly examinations.

TABLE NO 107  
AGENCY CONDUCTING THE ANNUAL EXAMINATIONS

Agency	G R A D E S							
	1	2	3	4	5	6	7	8
1. Class teacher	60.00	57.83	53.48	53.04	44.78	6.52	6.52	4.78
2. Subject teacher	18.70	20.43	20.87	20.87	21.30	10.43	10.43	8.70
3. Head Master	33.91	33.91	38.70	36.96	37.83	7.39	7.39	7.39
4. Deputy Inspector of Schools	8.70	8.26	8.26	10.43	12.17	0.87	0.87	1.30

The above position was true upto 1966 in the case of VII class when the Government announced that public examination would be conducted for the VII class, as stated earlier. As per the previous

practice the class teacher conducted the annual examination in a majority of the Junior Basic grades, whereas the subject teacher took this responsibility in a majority of the senior Basic grades. In a very few schools the Deputy Inspector of schools took the initiative to organise the examinations. In such cases he got the question papers set and arranged for the valuation of the scripts in his range and this trend appears to be more applicable to the fourth and fifth grades. But on the whole the Basic schools used to enjoy full freedom in the matter of evaluation of their students before the practice of conducting public examination and this was true in the first six grades even now. So, the teacher bore the full responsibility for his maintenance and evaluation of various records and periodic tests for purpose of assessing the progress of his students.

The Educational Officers were asked to comment on their efforts to make the examination system in Basic schools a success. The index of success recorded was only 41.88 percent on a five point scale. They expressed a number of difficulties and defects in the current practices. Ten percent of the Educational Officers stated that the schools were not assessing the practical work and especially the craft work. In their opinion the schools should give equal weightage to information and skills by allotting required marks for both the content and practical programmes in Basic schools. Eight per cent of them stated that proper standards were not maintained and the students were not thorough with their subjects as text books and white paper were not available to all the students. Some students used guide books and fragmentary notes as teachers did not prepare them for examinations properly. Another eight percent of them stated that the Headmasters were given full freedom to conduct the examinations, while certain rules of promotion, which were not very rigid, were recommended by the Educational Officers. But more Headmasters conducted only the annual examination without bothering about the periodic examinations. Still another eight per cent of the inspectors complained that the Education Department did not give enough encouragement for making the examination system successful, as the teachers were overburdened with more numbers in the classes and enough justice could not be done with examinations by paying individual attention to all the students. Six per cent of them said that routine, stereotyped questions were asked every time, instead of giving bit questions on specific topics or giving short notes questions. Three per cent of the Educational Officers complained of irregular attendance of the pupils and teachers disres-

pecting the attendance requirements as part of the assessment programme.

Two per cent of the Educational Officers stated that children were not informed of the purposes of the examinations. Some of them stated that it was difficult for them to supervise how examinations were conducted in certain remote rural areas.

Another two per cent of the Educational Officers said that they were encouraging the teachers to take private classes to make the students thoroughly prepared for the examinations and introduced common examination system under their jurisdiction.

Thirteen per cent of the Educational Officers recommended the holding of a common examination at Samithi level under the management and supervision of a small committee while a few of them said that a Board of Basic School Examinations should be constituted for this purpose. Twelve per cent of the Educational Officers stated that the steady progress of the pupils should be entered in the cumulative records for all aspects of this work centred education and this record should be taken into consideration for purposes of assessment of the pupils. Four per cent of them said that better qualified teachers should be selected for making the examination system successful and the present teachers should be trained in evaluation techniques in the taluk level seminars.

If this suggestion to hold seminars is accepted, such seminars could be utilised for the development of new evaluation tools suitable for the new type of education and the same could be standardised. These tools should aim at measuring the skills developed through practical programmes of Basic schools and the results of these tests could be supplemented with the cumulative records maintained on the basis of the students records. This would relieve the system from the existing defects and make it objective valid and reliable.

#### **Conclusion :**

Evaluation is necessary not only to assess the progress of the individual students, but also the competency of the teachers and the general tone of the school itself. The latter aspect of evaluation is taken up by the Supervisors i.e. the Head guidance masters and the Inspectors. The next chapter deals with the given by the Educational Officers to the Basic Primary Schools.



## CHAPTER XII

# Guidance and Supervision by Educational Officers

### CONCEPT OF SUPERVISION

The role of Inspector will be more and more that of guiding and inspiring Basic School teachers than merely recording errors and shortcomings. The Inspector must become the best friend of the school Teacher.<sup>1</sup>

Dr. Zakir Hussain Committee and the Special Committee for Basic Education Andhra Pradesh clearly recognised the importance of efficient and sympathetic inspectorate for the success of Basic education.<sup>2</sup> The Special Committee further elaborated .

Till very recently the functions of the Inspector consisted mainly in inspiring awe. His visit was taken as a near-calamity as he would only find fault instead of giving guidance in educational matters. In the educational set-up, the Inspector appeared too much like an educational policeman. His functions have, however, now undergone a total change with the separation of supervision and control of the school from inspection. The inspector is the real friend, philosopher and guide of the teacher. With the decentralisation of administration the inspecting machinery will indeed be independent of machinery which controls the schools. The inspectorate will be working under the Director of Public Instruction.<sup>3</sup>

The term 'Inspection' somehow gave an impression of bureaucratic control and authority. The Educational Officers should provide leadership through guidance in the craft work, intelligent correlation and purposeful integration of the school with the community.

- 1 Report of the Assessment Committee on Basic Education  
New Delhi , Ministry of Education, Govt of India
2. Educational Reconstruction, Hindustani Talimi Sangh,  
1950. P-11.
- 3 Report of the Special committee on Basic Education,  
Andhra Pradesh, Hyderabad. 1961. P 25

They are not to be merely critics or administrators but are to be senior partners with teachers, in improvement of school practices by suggestions, conferences, demonstrations, inter-school visits etc. They have also to work out programmes of co-operation between the school and the community. Education Officers have to be trained and recruited with a view to fulfilling this dual role. <sup>4</sup>

Even though the modern concept of supervision was supposed to have changed considerably, some instances of bureaucratic behaviour by certain Inspectors were reported in Andhra Pradesh. The District Educational Officers chastised the teachers before the students in the class and the State Teachers Union passed resolutions against such behaviour and requested the Director of Public Instruction to transfer such officers and enquire into their conduct. <sup>5</sup>

### CONTROL AND RECRUITMENT

Consequent on the re-organisation of the educational administrative set-up in the state under the democratic decentralisation, the Panchayat Samithis were assigned Educational Extension Officers to work under the Block Development Officers. Even though their control rested with the Director of Public Instruction for appointment, promotions, increments, transfers etc. they were placed virtually under the administrative control of the Panchayat Samithi which managed the bulk of the Junior and Senior Basic schools.

Most of the Deputy Inspectors or Educational Extension Officers under the Samithis were drawn from the secondary schools and they had only some pre-service training pertaining to the principles and methods of managing secondary schools. Most of them might not have specialised in School Organisation and Administration or Supervision in their professional training, nor they got any in-service training in the methods of inspection of schools. The proportion of Deputy Inspectors required for inspecting the elementary or Basic schools drawn from the trained graduate Headmasters of such schools was very small. Some percentage of the supervisors was direc-

4. *Proceedings of Short Term Training Course on Administration of Basic Education* Delhi National Institute of Basic Education, (NCERT) 1961. P.59

5. *Medhavi* V-VI, November 1964 P 39

tly recruited from the raw graduates having no teaching experience and were trained before taking up their duties as inspectors. This policy was not very correct as the direct recruits generally lacked the required experience and maturity to guide the destinies of scores of schools.

### TYPES AND LEVELS OF SUPERVISORS

From the designations of the respondents to the questionnaire specially framed for getting the views of supervisors on the practice of Basic Education, it was known that the following types and levels of Educational Officers were functioning in the state.

TABLE No. 108  
DIFFERENT TYPES OF EDUCATIONAL OFFICERS  
WHO RESPONDED TO THE QUESTIONNAIRE

Educational Officers	Number	Percentage
1. District Educational Officers	5	5.68
2. Deputy Secretaries (Education) Zilla Parishad (District level)	5	5.68
3. Deputy Inspectors of Schools (Taluk)	16	18.20
4. Extension Officers (Education) at Panchayat Samithi level	62	70.44
Total	88	100.00

### QUALIFICATIONS OF THE SUPERVISORS

Dr. Zakir Hussain Committee laid the requirements of supervisors as complete training as a basic school teacher, at least two years of successful teaching, one year's training in supervision and administration, ability to lead and guide this educational experiment.<sup>6</sup> The Assessment Committee wanted as inspectors, 'graduates who have had full training in the principles and methods of Basic Education.' In the case of older inspectors who were already in service, efficient retraining was suggested.<sup>7</sup> The Special Committee on Basic Education recommended inter-change of teaching and inspecting officers.

6. *Report of Dr. Zakir Hussain Committee*, (Educational Reconstruction), Sevagram Hindustani Talimi Sangh, 1950 P 115.

7. *Report of the Assessment Committee on Basic Education*, New Delhi: Ministry of Education, Government of India, 1956 P 26.

Fresh trained graduates appointed as inspecting officers will not be able to provide useful and purposeful guidance to schools and their teachers. Successful and experienced teachers should be transferred to inspection branch and inspecting officers should be occasionally sent to the training centres where they can be in close touch with educational theories, and latest developments in methodology. A number of short-term refresher courses should be organised to increase the professional efficiency of inspectors.<sup>8</sup>

An attempt was made to find out the academic and professional qualifications, training in Basic education and teaching experience as Headmaster and Assistant of Basic Training Schools and Basic Schools from the Educational Officers responding to the questionnaire.

TABLE No. 109  
QUALIFICATIONS OF EDUCATIONAL OFFICERS

Qualifications	Number	Percentage
1. Trained Undergraduate	1	1.15
2. Trained Graduates (B.Ed.)	80	91.95
3. Post-graduates with B.Ed., or equivalent professional qualifications.	5	5.75
4. Graduates with M.Ed.	0	0.00
5. Post-graduates with M.Ed.	1	1.15
Total	87	100.00

TABLE No. 110  
TRAINING IN BASIC EDUCATION

Nature of training	Number	Percentage
1. Not trained in Basic education	10	14.55
2. Short-term training (below one academic year)	40	57.90
3. Elementary Grade Basic Training	1	1.45
4. Trained at the Hindustani Talimi Sangh, Sevagram	1	1.45
5. Studied Basic education as optional at B.Ed. or M.Ed. level.	15	21.75
6. Trained at Rural Institute, Gandhigram, (Madurai Dist.)	2	2.90
Total	79	100.00

 8. *Report of the Special Committee for Basic Education.* Op. Cit. P.96.



A few Educational Officers did not get any formal orientation in Basic Education, while only one to three percent of them got full Basic training at Elementary level and at Sevagram or Gandhigram. A majority of them got short retraining in Basic education not amounting to a full one year course, but usually a condensed course of three months with practical training in crafts, community and cultural activities. Since the three Universities in Andhra Pradesh introduced Basic Education as an optional subject at B.Ed. level, and in one University (Osmania) also at M.Ed. level, about 21.75 percent of them studied this subject as part of their professional training.

The ideal situation would be to convert all the Colleges of Education in the State into Basic pattern, making crafts, community and cultural life compulsory. A special paper on supervision of Basic and Elementary schools should be offered for the benefit of those graduates who wish to enter the inspectorate at this level. In addition to these qualifications, teaching experience in the Basic schools was also necessary for making a successful inspector.

TABLE NO 111  
BACKGROUND EXPERIENCE OF EDUCATIONAL OFFICERS

Experience	Number	Percentage
1 School teacher	45	33.6
2 Head Master	20	14.9
3 Teacher in Training School	15	11.2
4 Head Master of Training School	3	2.2
5 Other types of experience	50	38.1

A good number of Educational Officers (38.1%) gained experience in other departments of life or atleast those not directly related to teaching or organising a school. It showed that many of the inspectors from the sample chose Education as their career after trying other departments and this was an interesting revelation. Many of the inspectors (33.6%) had experience as school teachers but very few had experience as teachers and Head Masters of Basic schools or Training Schools.

The Ideal situation would be to promote or transfer the Headmasters of Senior Basic schools as inspecting officers, or preference should be given to those who have experience in Elementary education.

In addition to the academic and professional qualifications, and the practical experience in the school as a teacher or Head Master, the Inspecting Officers were required to pass a Departmental Examination. There were two separate curricula for the Andhra and Rayalaseema areas and Telangana area. The Commissioner for Government Examinations conducted these examinations and every time about thirty candidates appeared for this test from the Telangana area.

### VISITS OF EDUCATIONAL OFFICERS

The majority of the reports and individuals interested in education seemed to favour at least three visits to the school in an year by the inspecting officer, as discussed earlier in the same chapter. To do full justice to his work an inspector should devote at least one full day and night for the inspection of a school. Besides a full inspection visit during the year, he should pay another surprise visit. The number of visits to schools reported by Educational Officers is as follows :—

TABLE No 112

#### NUMBER OF VISITS TO SCHOOLS BY EDUCATIONAL OFFICERS IN AN YEAR

Number of visits	Number of Educational Officers	Percentage
1	1	1.3
2	7	8.9
3	44	55.5
4	23	29.1
5	1	1.3
More than five times	3	3.9
Total	79	100.0

A majority of the Educational Officers visited the schools for atleast three times a year, (55.5%). & 29% of them reported that they visited each school three times a year without notifying the schools and conducted an annual inspection giving due notice. Thus the number of visits of these officers would come to four. The frequency of visits should be atleast three and about ten percent of the Educational Officers were not following this principle at present.

TABLE NO 113

PERCENTAGE OF SCHOOLS VISITED BY THE DIFFERENT TYPES  
OF OFFICERS, THE PURPOSES AND FREQUENCY OF VISITS

Designation of the visiting officer and purposes of visits		Average number of visits	Percentage of schools
1		2	3
1	<i>Minister for Education</i> To lay foundation stone of school building	1	0.43
2	<i>Education Secretary</i> Deputy Secretary or Assistant Secretaries	-	-
3	<i>Director or Deputy Director</i> of Public Instruction a) Supervision of school work b) Association with annual day	1	5.22
4	<i>Basic Education Officer</i> a) General supervision b) Inspection	1	3.48
5	<i>District Educational Officer</i> a) General supervision b) Association with Gandhi Jayanti c) Supervision of mid-day meals programme d) Annual day e) Surprise visits	1	22.7
6	<i>Chairman, Zilla Parishad</i> a) General supervision b) School annual day	2	2.17
7	<i>Deputy Secretary (Education), Zilla Parishad</i> a) General supervision b) Inspection of mid-day meals programme	2	4.74
8	<i>Deputy Inspector of Schools</i> a) General supervision b) Annual day celebration c) To conduct examinations d) Surprise visits e) Inspection of mid day meals programme	3	83.48
9	<i>Tahsildar</i> General supervision	1	2.61
10	<i>Block Development Officer</i> a) General supervision b) Children's day c) Harijan day (eradication of untouchability) d) To see the garden e) Jor talks f) Distribution of vegetables produced in school garden g) Surprise visits	2	25.65

	1	2	3
11. <i>Chairman, Panchayat Samithi</i>			
a) General supervision			
b) Annual day			
c) Central classes			
d) Panchayat day			
e) Inspection of mid-day meals		1	5.22
12. <i>Health Officers and Doctors</i>			
a) Inoculations			
b) Visits			
c) Flag hoisting		1	2.61
13. <i>Social Education Organisers</i>			
a) General visits			
b) Inspection		2	3.04
14. <i>Sub-Collector</i>			
a) Casual visit (came to the village to assess good Panchayat)			
b) Inspection		1	0.87
15. <i>Panchayat or Municipal Officers</i>			
General visits		2	1.74
16. <i>Village Level Workers and Progress Assistants</i>		3	1.74
17. <i>Sar Panch: (President, Panchayat)</i>			
a) Attendance and enrolment			
b) National festivals		2	0.43

From the above table it can be concluded that the Deputy Inspector of schools or the Extension Officer (Education) was the Officer who visited most of the schools (83.48%) and at the same time more number of times (3). This data corroborated with the data collected from the Educational Officers. Next to the Deputy Inspector the Block Development Officer (25.65%) and the District Educational Officer (22.17%) visited the schools once or twice. The purposes of visits of these officers could be classified as General inspection, inspection of the mid-day meals programme or association with the annual day or any other national festival conducted by the school. Naturally there was no time for the Minister, Education Secretary or the Sub-Collector to visit the school. The Chairman of the Zilla Parishad and Presidents of Panchayat Samithis also visited the Basic schools.

It appears that the President of a Panchayat Samithi in Mahaboobnagar district went to a village and finding no time to visit the school asked a 'Hammal' (Cooly) to go to the school, count the

students and the teachers. This was an interesting technique of supervision by the people's representatives in the Panchayat Raj.<sup>9</sup>

#### **Duties of Educational Officers :**

The then Deputy Director of Public Instruction, Andhra Pradesh, who was incharge of Elementary and Basic Education and Training outlined the duties of the Extension Officers (Education) as follows :

1. Scrutiny of all bills and cheques in respect of primary schools under the control of the Samithi (put up for signature of the Block Development Officers).
2. The Educational Officer (Education) shall place before the Samithi all proposals for the consolidation and normal development of the existing schools and development of facilities for primary education in respect of his range.
3. The Educational Officer (Education) shall be responsible for the maintenance of personal files, civil lists and service books of all teachers working in Primary Schools placed under him.
4. The Educational Officer (Education) shall enquire into the complaints against the teachers under his jurisdiction and place the reports with his opinion, before the B.D.O.
5. The Educational Officer (Education) shall be responsible for maintaining all educational statistical data (financial, academic and administrative) relating to the schools in the area placed under him.
6. The Educational Officer (Education) shall be responsible for sanction of increments to all the primary school teachers under the control of the Samithis.
7. The Educational Officer (Education) shall sanction casual leave to all primary school teachers placed under him. All other kinds of leave shall be sanctioned by the B.D.O. on the recommendation of the Educational Officer (Education).
8. The Educational Officer (Education) shall submit inspection reports pertaining to the schools maintained by the Samithis through the B.D.O. concerned to the D.E.O. Reports of

other schools shall go direct to the Deputy Educational Officer. He shall be responsible for administration and inspection of all Elementary High schools under various managements other than the Samithi in the Samithi area.

9. He shall assist the Deputy Educational Officer in the inspection of secondary schools when ever his assistance is sought.
10. He shall act as an invigilator for departmental examinations, when ever his services are required.

The above mentioned function include those of management and inspection. Therefore the Extension Officers (Education) have to perform a dual role.<sup>10</sup>

Shri M. Satyanarayana stated that the Educational Officers should visit the schools for purposes of inspection atleast three times in a year and that they should develop the new attitude of being friend, philosopher and guide of the teachers. They should be empowered to effect transfers before the academic year started, even without consulting the Chairmen of the Panchayat Samithis. (Now this function is not with them). They should also be given the powers to effect promotions into the scales of Rs. 65-95 and Rs. 80-150 based on district level seniority, sanctioning of increments and realising the educational budget. He was of the opinion that if the powers to transfer and promote the teachers were taken away from the Samithis and entrusted to the Educational Officers of the Department, Education would prosper under the Local Bodies.<sup>11</sup>

As suggested in chapter three under 'Administrative set up and Educational Policies' establishment of independent school boards to manage the schools and separate inspectorate of the Education Department to supervise the schools might create an ideal situation for the solution of a number of problems. In case the establishment of the school boards was not possible or delayed, as suggested in the chapter referred to previously, a small committee of teachers representatives, officials and non-officials should make recommendations for transfers of teachers and their promotions.

10. Shri Ramachandran, V 'Inspection of Primary Schools' *Journal of the State Institute of Education*, Vol. I, No. I, Hyderabad : Directorate of Public Instruction, Andhra Pradesh, January 1965. P.45.

11. Shri Satyanarayana, M *Medhavi* IV-II, February 1964, P 23.

Such kind of independent inspectorate was essential as the supervisors were overburdened with office work as the management of the schools was also with them. The functions like scrutiny of bills, cheques, maintenance of personal files, civil lists, service books of teachers, enquiries into complaints, sanction of increments, casual leave, recommendation of other kinds of leave, and invigilation at Departmental examinations mentioned in the list of duties of Extension Officers (Education) did not strictly relate to supervision of elementary education. Instead of wasting the time of a technical officer with such clerical functions, the Block Development Officer could directly take over such things and leave the Inspectors free to devote their time for improvement of the academic standards of the schools. In case the Inspectors bring to his notice any administrative problems, difficulties, or made any recommendations, the Block Development Officer could easily give weight to the same.

The increase in the clerical duties of the inspectors prevented them from guiding the teachers and making at least three visits to each school. In the first visit they were expected to suggest solutions for the problems of the schools and in the subsequent visits they could see whether his suggestions were implemented. They also needed some systematic training in the techniques of inspection<sup>12</sup>.

The above discussion of the duties of Educational Officers was slanting more towards the administrative than the academic side of school inspection.

The District Educational Officer was having jurisdiction over some hundreds of schools and the Deputy Inspectors of schools. They were expected to tour for two hundred days in a year and even then they had wide jurisdiction and heavy responsibility. Each supervisor of Basic schools should not be given more than forty or fifty schools. He was expected to visit every school once at least every term and to spend the whole day in school. In the school time he should inspect the classes, while the morning or the luncheon interval may be devoted for the inspection of the office records. In the evening he should have a meeting with the Education Committee or with prominent villagers and discuss proposals for the improvement of the school. He should hold a staff meeting and discuss the difficulties they were facing in the implementation of the programmes and suggest solutions for them. In the evening he should attend a cultural

12. *Proceedings of the Second District Teachers Conference at Warangal, Medhavi V-IV, April 1962. P. 22.*

programme to be organised by the school children and should address a public meeting to explain the benefits of the scheme of Basic education to the villagers. If possible, he should take a 'Burrakatha' or drama party to every village along with him to propagate the principles of 'Nai Talm' (New Education) and Sarvodaya (Welfare of all) philosophy. He should also try to organise mass contact programmes of social work etc. in the mornings. In case a day is not sufficient for work he should extend his stay in the village for another day and see that his visit to that village had some effect on the villagers, leaders, teachers and the village as a whole.<sup>13</sup>

The Fifth All India Basic Education Conference suggested that the supervisors should inspect the school from three points of view—the institution as a whole, the students, and the teachers and organisers.

#### **Institution as a whole :**

For assessing the institution as a whole, data should be made available to him on the situation of buildings, capital investments, running expenses, organisation, equipment, raw material, records, finished articles, time-tables, community life and food arrangements. He should make an intelligent evaluation of the part played by the institution in the self-sufficiency of the community, village cleaning programmes, removal of illiteracy etc. to judge the institution's influence on the community.

#### **Students :**

Evaluation of the attainments of students should include the standard set and attained in the plans of work, both individual and collective and their attempts to solve practical problems of daily life, craft work, cultural activities, social service.

The work of the teachers and organisers should be assessed on their arrangement of the routine for the class or the institution, their annual reports and returns, their plans for individual records and their arrangements for the supervision and assessment of their students' work.<sup>14</sup>

The Director of Public Instruction through his proceedings Rc. No. 454, E. 1-4/65 dated 15-4-1965 issued special instructions

13. Subba Rao, C. S. '*Basic Education in Practice*' Secunderabad, Ajanta Publications, 1958, P. 30.

14. *Report of the Fifth All India Basic Education Conference*, Sevagram: Hindustani Talim Sangh, 1949, Pp 130-142.



to all inspecting officers at all levels in the states, to lay more emphasis on the supervision of written work of the students.

### CRITERIA FOR THE SUCCESSFUL BASIC SCHOOL

After accepting the role of the supervisors as that of friendly guidance to the teachers, it was necessary to understand what exactly the supervisors looked for when they went to the schools. In order to know the image of a Basic school an attempt was made to elicit what the Educational Officers considered as the basis for the efficiency of a Basic school.

A majority of fifty five per cent of the Educational officers stated that the quality and quantity of craft work and other related aspects were most important to judge the efficiency of a Basic school. Where craft teaching was efficiently organised, the dignity of manual labour was realised by the students, the necessary knowledge and skills to the extent of helping in parents professions were properly developed in them, without any prejudice to their interest, craft equipment and material were supplied uninterruptedly, and students were able to produce goods with market value which contributed to the self sufficiency of the school, the Basic education must be said to have succeeded to a great extent.

Another batch of thirty eight percent of the Educational Officers stated that the educational standards maintained by the school mattered much. The students must have developed good aptitudes, attitudes and clean habits like regularity, work mindedness and discipline. The boys and girls should look smart and smiling. Most of those qualities should be developed through the correlated technique of teaching through life situations.

For a few other Educational Officers (19%) efficiency or success of a school depended on the extent of its rural content, residential nature, comfortable accommodation, whole hearted co-operation from the neighbouring community, change in the outlook of the community due to the activities of the school, organisation of community life in the school in which celebrations of festivals, and excursions find prominent place.

Some Educational Officers (14%) considered a Basic school successful if there were experienced, trained, sincere, willful, faithful, national minded, patriotic, and responsible teachers having interest and taste in Basic education. But it was not everything.

A few other (12%) Educational Officers considered the success of a Basic school to the extent of encouragement it received from the Government and the administrators in the matter of funds, scholarships, good curriculum, keeping pupil teacher ratio at 20 or 25, and saving the Basic school from the evil influences of traditional elementary and high schools.

Very few Educational Officers (10%) stated that the physical facilities counted for the efficiency of the Basic school. They wanted the school to have more space for garden, agriculture and play, so that efficiency in these activities could be maintained.

The above discussion of the ideas of the Educational Officers of different types and levels give a picture of their image of a Basic school in term of its efficiency, which they were to judge during their inspection visits to these schools. The first thing they wanted to look for was the efficiency in craft work and then the educational standards and community life.

#### **Aspects of School Work Inspected**

The Educational Officers were asked to state what different aspects of Basic school work were covered and what special measures were taken to cover all aspects of school work during the routine inspection.

Almost all the Educational Officers unanimously stated that inspection of the practical and craft work programmes was done by them without fail. They examined the production, sales, income, supply of equipment, accessories and raw materials; for the crafts like Gardening, Spinning, Cot Tape Weaving, Cloth Weaving, Wood Work, Tailoring etc. The quantitative and qualitative aspects of the field work was judged keeping the self-reliance and self-sufficiency aspects in view, and dignity of labour and division of labour effected were actually tested by personal observation and some times actual participation in the work with the students.

Sixty six percent of the Educational Officers stated that they gave importance to the methods of teaching adopted by the teachers and about twenty five percent among them gave special attention to the creative, productive and co-operative craft work or natural and social environments of the child. They examined the aptitudes, attitudes, skills, abilities, and tests of the teachers. They scrutinised the tests—oral and written—the teachers conducted and the records maintained. Teacher competency was judged from the responses of the pupils.

Fifty four percent of them gave importance to the community and cultural activities of the School which included prayer, recreational activities like Arts, Music, Drawing, and the citizenship activities like the school Government, School assembly meetings, flag hoistations, social work in the rural areas, cleanliness and neatness of the individuals, dress and the surroundings.

Thirty two per cent of the Educational Officers mentioned that they examined the various records of the school like the registers showing various statistics, children's census, enrolment, stocks, cumulative records, progress registers, duties charts, time tables, practical work records, teachers and students' diaries, follow up and assignments records. Most of the students in a great number of the schools maintained the daily diary. A majority of the schools the teachers maintained the monthly plan and progress record. The Educational Officers did not miss to see them.

Twenty six percent of the Educational Officers looked into the suitability and adequacy of accommodation, local atmosphere and equipment for the students. They also examined the educational attainments of the students in terms of knowledge, attitudes, skills, co-ordination of mind and body, their psychological problems, understanding of the fundamentals reading, writing, recitations, recall and recognition of facts, etc. Besides testing all aspects of their development they also looked into their records like daily diary and regularity in attendance.

Sixteen percent of the Educational Officers stated that the public was not favourable for this system of education, and the supply of equipment and raw materials was not satisfactory. Basic schools were organised like ordinary traditional primary schools without any Basic tinge in them. They examined the implementation of all the principles of Basic education, especially the self-sufficiency aspect, while offering suggestions for more successful implementation of these principles, under the prevailing circumstances, as per the approved plans of the Government.

Educational Officers opinion on the basis for the efficiency of a Basic school was discussed earlier. They mentioned craft work, educational standards, and community life as important in the same order.

### Measures taken to cover all Aspects of School Work

Twenty percent of Educational Officers stated that no special measures were taken to ensure coverage of all aspects of school work during inspection. Eighteen percent of them stated that they paid personal attention and made an intensive, detailed and keen examination of both the theoretical and practical aspects of the school work, without depending upon others. They used a questionnaire or proforma supplied by the Department of Education to check the various aspects, according to a plan based on the school curriculum. They also examined the syllabus divisions, courses so far covered according to plan and future plans of teachers. Seven percent of the instated that they took a day or two more to cover all aspects and some times consulted the local education committee to come to judgement on certain aspects.

### Instruction of Craft work :

As craft work was considered to be the most important aspect of the Basic schools work, the Educational Officers were asked to state what procedures they adopted to inspect this programme.

Eighty seven percent of the Educational Officers stated that they examined the craft records maintained both by the teachers and the pupils (issue and out turn) in order to assess the qualitative progress of the craft work and the extent of wastage of raw material. They also thoroughly examined the achievements, attitudes, attainment skills and interests of the pupils in various craft processes. Often their testing involved the carding and slivering (mostly in 4th and 5th grades) and spinning on Takli and charka (Kisan or box). They usually asked the teachers to organise a craft project involving the various processes to assess the abilities of both teachers and pupils by actually observing them in action or some times participating themselves in the craft work.

Thirty percent of the Educational Officers said that they asked the Headmasters to display the craft products which were verified to make sure that they were actually produced by the students themselves. They also calculated the cost of material and value of articles produced, taking both quality and quantity into consideration, though self-sufficiency was not much insisted, as they considered the educational value of the craft work as dearer than the economic value. But they found that there was much wastage in cotton craft and found gardening to be more profitable from economic point of view.

Nine percent of the Educational Officers ensured whether sufficient equipment and raw materials, were supplied and accommodation and other facilities were available for craft work. Another nine per cent of them adopted the routine procedure of filling an inventory or questionnaire for checking items of craft work. Seven percent of them stated that the question of taking any special measures for inspecting the craft work did not arise as the craft work was not adequately done. Only spinning on Takli was adopted by the schools and the raw material was not supplied properly.

#### **Help Taken From Other Persons or Committees in the Inspection of Schools :**

An enquiry was made of the Educational Officers whether they depended on outside agencies during the course of their inspection of the Basic schools. Sixty eight per cent of them stated that either they did not take the help, or that there was no need to take help, or they did not want to encourage taking any outside help or outside help was not available.

But sixteen percent of them stated that they took help from the local Education Committee Parents Association, Villagers Union, Youth League, Attendance Committee and local officers like Mukhya Sevika, Social Education Organiser and Extension Officers' (Agriculture and Co-operation). They stated that the teachers usually helped the inspector to make the inspection successful. The clerk inspected the school records stocks, and accounts. Usually a questionnaire was handed over to the Head Master and the answers help the inspector to come to certain conclusions. Six percent of the Educational Officers, who were either District Educational Officers or Senior Deputy Inspectors of Schools stated that they took the help of the Deputy Inspectors of Schools or Extension Officers (Education), when they inspected the schools.

#### **Demonstration Lessons Given By Educational Officers :**

One District Educational Officer remarked that the Deputy Inspector of Schools was expected to give some demonstration lessons and it was not his concern. Fifteen percent of the Deputy Inspectors or Extension Officers remarked that the Inspecting Officers were not expected to give lessons, but they were to observe and criticise the lessons of the teachers. Six percent of them again said that they asked one of the experienced teachers to give the lesson, while the other teachers observed. Some times a newly trained teacher was

also asked to demonstrate the latest techniques of teaching he had learnt in the training institution. Some felt that at least six to ten lessons should be given by the Educational Officers each year, or at least in the beginning of every year so that the teachers would be guided as to how to implement the programmes. Some nine percent of the Educational Officers stated that they did not give any demonstration lessons, but gave suggestions to teachers for improvement of the techniques, when they visited the schools. But when they found any defects in the demonstration lessons taught in the centre classes, they immediately rose and demonstrated the correct methods. About forty two percent of them stated that they taught one to four lessons every year either during their visits to the schools or in the centre classes. About fourteen percent of them said that they taught more than four lessons likewise.

### CENTRE CLASSES

Centre classes were the most likely places or occasion for the Inspectors or teachers to teach the demonstration lessons.

The central classes of teachers meet every month to discuss academic and administrative problems under the leadership of the Educational Officers. These centres could play a very important role for the qualitative improvement of Basic education under their guidance. So, they were asked to suggest some measures to improve the work of these classes.

Twenty per cent of the Educational Officers felt that the centres were not functioning satisfactorily as the teachers did not realise their importance and took this activity as a matter of routine. As attendance at the centres was not made compulsory, they were functioning nominally. They suggested that the Government should pay the T.A. and D.A. to the teachers attending the central classes and encourage this activity. But four percent of the Educational Officers only felt that the existing programme was not unsatisfactory and needed no further improvement.

Thirty nine percent of the Educational Officers suggested certain improvements in the administrative and academic aspects of the organisation of the centre classes. Some suggested that the centre classes might be conducted either at a Model Basic School or at a Basic Training School for a full day. The staff of the Basic Training Schools also should be asked to attend these classes to participate in the discussions. Now due to the rule to have a centre

class within five miles from each school, the attendance at these centres was ranging from 20 to 200. This anomaly should be rectified to ensure the membership between 20 to 25 teachers, or the classes could be arranged at different schools by an agreed rotation. Basic schools could have their own centre classes separately. The Deputy Inspector of Schools or the Extension Officer should be sanctioned some funds for meeting the incidental expenditure in connection with the centre classes.

The schools in which the centre classes were to be organised should be well equipped with literature on Basic education and well trained and efficient Head Masters should be posted to these schools. Apart from reading the departmental circulars and arranging the demonstration lessons, the Educational Officers could take initiative to give certain assignments to the teachers to write papers, essays or articles on well chosen topics connected with the implementation of the principles of Basic education and they could be discussed. Exhibitions of children's literature could be arranged. By organising such activities the teachers who did not receive Basic training could be re-trained in such atmosphere. Some talks by experts in Basic education could also be arranged. If this approach was emphasised the centre classes could be easily converted into centres for in-service training of teachers.

Eighteen percent of the Educational Officers made specific suggestions to the effect that the centre classes could be used for devising improved craft practices, correlated technique of teaching with better teaching aids. Teachers should be asked to demonstrate the new teaching techniques or the new teaching aids they were developing.

Twelve percent of the Educational Officers stated that the Government with the co-operation of the Panchayat Samithi should implement the programmes of centre classes in a uniform manner through out the state, under the control of the District Educational Officers. The teachers could discuss the problems of class room teaching faced by them, review school-community relations, and plan for the programme of the next month in these monthly meetings, apart from having some recreational programmes. Success of these programmes depended on the attitude of the Educational Officers towards Basic education.

### ATTITUDE OF EDUCATIONAL OFFICERS TOWARDS BASIC EDUCATION

The attitude of the Educational Officers towards Basic education counted very much in making this scheme a success. The opinions of the Educational Officers on the attitude of Parents and Public and Teachers and Administrators toward Basic education was discussed at the relevant places in the previous chapters. An attempt had been now made to ascertain the attitude of Educational Officers towards Basic education itself.

Forty five per cent of the Educational Officers stated that they were not having confidence or interest in the Basic system of education and they adopted a passive role as they were convinced that it was not good. They disliked craft work. They felt frustrated and helpless at the implementation of this system.

Thirty three percent of the Educational Officers said that they had a fair liking for this system and favoured its implementation. But a few of the Educational Officers stated that they were meeting with failures and facing multiplicity of problems due to inexperience or some other factors. They required more time to understand and face the problems of this system which was considered by them as good, but failing in practice.

#### **Educational Officers and Research :**

According to some Educational Officers, Research was the job of highly qualified educationists working in well equipped institutes situated in big cities. But in fact, every one could undertake simple investigations into the practical problems with the help of action research. Research need not be essentially based on complicated statistical data collected by a big team of investigators over a large area and related to complex problems. With a view to understand the attitude of the Educational Officers towards simple research, they were asked to state whether they were doing any research and if not what difficulties they were facing.

Seventy nine percent of the Educational Officers stated that they were not doing any research, while five percent of them said that they had the aptitude and interest for research, but had no time to think about it. Another five percent of them stated that they were doing some research in the teaching of language in primary schools, correlated technique of teaching and some others reported that they were reading the related literature. One funnily remarked that "he wanted to make search first and then research". The investigator could not understand the meaning of this statement.



The reasons for a majority of the Educational Officers not doing research were given by them as follows. Sixty five percent of them stated the increase of administrative duties under the Panchayat Samithi resulted in excessive table work. Overburdened with visits, returns and co-ordination programmes the Educational Officers could not think of research. They were expected to control over seventy five schools and it was suggested that the number of schools should be brought down to forty under each Educational Officer. Many of them stated that it was possible to do research if they were in the post of a Headmaster of a school and not as an Educational Officer for the various reasons explained above. Twelve per cent of them stated that they could not carry out any research due to lack of proper atmosphere for calm thinking, concentration and necessary facilities like literature, guidance and assistance.

Eight percent of the Educational Officers were of the view that Basic education was not implemented for want of enough material and proper atmosphere and so there was no question of conducting any research on a 'still born child'.

Five percent of them said that they were not interested and more so because there was no encouragement from higher authorities in implementing the research findings, as usually the remedial measures suggested after elaborate research went to the winds. Some of them said that they did not feel any difficulty, but as they were not holding the Master of Education qualification or studying for higher academic qualifications, they could not undertake research.

The idea that there was no time to do research appeared odd as research problems emanate from work and while attending to the normal duties, the necessary data could be collected for some simple investigations. It required proper budgetting of time and the correct attitude. If both these things were there proper atmosphere and facilities could be easily created by themselves. They could read some books on action research, during spare time. They could occasionally go to the Training Colleges to discuss their designs and reports with the staff. The Inspectors should not consider themselves to be unfit for conducting any research.

#### **Impact of Educational Officers on Basic Education:**

During the course of the inspection and administration of the Basic schools the Educational Officers faced various problems pertaining to the implementation of this system of education. Some

areas of the problems were specified to them and data was obtained on the specific difficulties experienced under each area, measures taken to solve the problems and the difficulties in the way of solving the same. They were also asked to check on a five point scale the extent of success they could achieve.

The difficulties they were facing and the solutions attempted by the Educational Officers were discussed at relevant places in the preceding chapters. The extent of their success was indicated as over all index in the following scale, giving the scale value for A,B,C,D,E, as 5,4,3,2,1.

TABLE NO. 114  
INDEX OF SUCCESS OF EDUCATIONAL OFFICERS IN IMPLEMENTING  
DIFFERENT AREAS OF BASIC EDUCATION

Area	A	B	C	D	E	Total	Over all index%
1. Payment of salaries in time	27	10	7	4	5	53	68.87
2. Supply of qualified teachers	10	15	12	18	11	56	51.79
3. Finishing the syllabus in time	5	10	9	7	10	41	46.59
4. Making examinations effective	3	6	8	5	10	32	41.88
5. Making Parent Teacher Association successful	6	6	11	9	14	46	41.74
6. Success of compulsory education	5	9	22	16	16	68	41.47
7. Facilitate buildings and land	3	8	11	17	19	58	35.86
8. Success of correlated teaching	3	3	11	5	17	39	34.62
9. Success of craft work	3	3	7	10	14	37	34.32
10. School annual plans	1	2	7	9	11	30	32.00
11. To popularise Basic education	2	4	8	17	25	56	28.93
12. Encouragement to teachers to undertake simple research	1	4	5	6	18	34	28.82
13. Production of Basic education literature	5	4	5	9	13	36	28.21
Total	74	84	123	122	203	606	40.23

The overall index of the impact or success of the measures taken by Educational Officers was only 40.23 per cent, according to the five point scale on thirteen items. The Educational Officers could successfully tackle the problems of late payment of teachers salaries, supply of qualified teachers for running this new system of education and checking its slow progress, and finishing the syllabus in the schools as per schedule of time prescribed. The Educational Officers success in

making the examination system Parent-Teacher Association and Compulsory Education effective was about 42 per cent as per the index

The first seven items in the scale, even though they were very helpful for the success of Basic education, were not directly related to the complexion of this system of education. In the second half of the table especially the items No. 8, 9, 11, and 13 were directly related to the correlation craft work, popularity and literature of Basic education and the index of success of the Educational Officers in these areas ranged from 28 to 35 percent. Research and production of Basic education literature and to popularise Basic education were the least things the educational officers could do.

The conclusions drawn from the data of the scale should be an eye opener to the Education Department, which should understand that the Educational Officers were able to do very little for the success of Basic education. The Deputy Inspector of Schools or the Extension Officer (Education) was the back bone of the elementary education and if the chain was weak at this point, there was no doubt that the whole system would crumble down.

### Conclusion

Guidance and Supervision by Educational officers can only enrich the competency of the teachers, who are already trained and in service. The competency of the teachers depends on the type of training they received in content and methodology before they actually entered the teaching profession. Hence, in the next chapter a discussion is made about the Basic Teacher Education programme and the way it is implemented.



## CHAPTER XIII

### Basic Teacher Education

The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. The basic training schools, therefore, are the fountain heads of Basic education. What happens to boys and girls in school depends in a large measure on the personal growth and development of the teachers with whom they have to work.

#### MAGNITUDE OF THE PROBLEM

The history of Basic Teacher Education was briefly discussed in the second chapter under the progress of Basic education in Andhra (including Rayalaseema, Telangana and Andhra Pradesh) and some data regarding its quantitative aspects were also presented. In this chapter it is proposed to outline briefly the current trends in Basic Teacher Education in that state.

The magnitude of the problems of Basic Teacher Education had to be judged from the supply and demand of the teachers for making the compulsory education scheme successful, as 89 out of 123 Elementary Teacher Training Institutions were of Basic type and in the long run the remaining Training Schools and also the existing Elementary schools were expected to be converted into Basic pattern. Both the special Committee and the Ministry of Education stated that an additional number of 28,000 teachers were required to cope up with the additional enrolment of sixteen lakh children in classes I to VI<sup>1</sup>. Out of 1,03,265 teachers at present employed in various types of elementary schools 20,941 were untrained, and 82,324 teachers were trained on the traditional pattern. The percentage of trained teachers in Andhra-Rayalaseema area was 97 whereas the corresponding figure for Telangana was only 31. So, there was an urgent need to clear the back-log of untrained teachers in the Telangana region.

Basic Teacher Education had to face the problem of supplying the required teachers to fill the vacancies caused by retirement of

1 *Report of the Special Committee of Basic Education, Andhra Pradesh, Hyderabad : Education Department, Andhra Pradesh, 1961.*

teachers and to supply additional teachers required to cope up with the additional enrolment, and to re-train the teachers trained in the traditional pattern

Out of the eighty nine Basic Training Schools seventy were situated in the urban areas whereas only nineteen were in rural areas. The revised syllabus of the Hindustani Talim Sangh, was the model for the syllabus adopted in Andhra Pradesh, through its legacy of Madras and Hyderabad states. The Seventh All India Basic Education Conference recommended the starting of the Training Institutions in rural areas, so that the pupil-teachers would become village-minded through rural programmes; observation of village life-weekly shandy, festivals, temples, activities changing with seasons and exploring social service means. The need to start Basic Training Schools in the rural areas followed from the fact that a great majority of the Basic schools were situated in the rural areas and so the teacher must be acquainted with the rural life and its techniques. Since Basic education was not exclusively meant for the rural areas some provision for the teaching of urban crafts also could be provided. There might be difficulty in obtaining sufficient number of schools for practice teaching in the rural areas. But again the Seventh All India Basic Education Conference suggested that the pupil-teachers should be sent to the village schools for observation, teaching and participation in rural life for long periods of time followed by discussions in the training institutions and this recommendation was very valuable for the situation in Andhra Pradesh as a majority of the Training Schools were established in urban areas.<sup>2</sup>

Out of the eighty nine schools twelve were managed by registered trusts, six by registered societies and four by private bodies. These twenty two institutions showed the index of private enterprise in Basic Teacher Education while the remaining sixty seven institutions operated in the public sector. Out of the twenty two schools in the private sector, seven schools had managing bodies and five of them had advisory committees, while the remaining ten schools were run on the initiative of the Headmaster and the staff members. Out of the total of eighty nine schools seventy five schools obtained the permanent recognition of the Department of Education, while the

<sup>2</sup> *Report of the Seventh All India Basic Education Conference, Sevagram : Hindustani Talim Sangh 1952 P 85 and Subba Rao, C S Basic Education in Practice* Secunderabad : Ajanta Publications, 1958, Pp. 109-110

remaining were temporarily recognised. Fifty six Training Schools were provided with radio sets and out of them thirty four got themselves registered as listening schools with the All India Radio. Six schools were also having film projectors. Fifty two institutions were housed in their own buildings, thirty two in rented and five in rent free buildings. Most of these institutions got them permanent own buildings during the third five year plan, according to the Minister for planning and Information. Eighty six institutions were in pukka buildings, while only three were in thatched sheds. Most of the buildings had less than five rooms (35), while quite a good number (30) had six to ten rooms and the remaining institutions contained eleven to fifteen rooms. The school places ranged from 100 to 200 and there were three to four sections in each of the Training Institutions. Sixty six institutions had about two acres of play ground while the remaining schools had two to five acres.

Most of the schools had about one acre of land for pursuing Gardening and Agriculture crafts. In only fifty seven institutions the sanitary facilities were reported to be satisfactory. Thirty one institutions were co-educational and out of them only twenty seven institutions could provide separate sanitary facilities for women students. In only eleven institutions arrangements for medical inspection and attendance were made available, while the other institutions depend on the general medical arrangements made for the public. In only forty four institutions good libraries were fitted and the total number of volumes available in institutions intended for men were 57,265, while in those intended for women 7,871 the number of issues being 39,010 and 4,366 in 1961-62. In only forty two institutions good hostels were organised (34 men and 8 women) and there were 3,947 men and 976 women in those hostels respectively. Out of these scheduled caste, Scheduled tribes and backward classes students were 38910 and 2184 respectively. It was a pity that the remaining institutions could not be provided with suitable hostel accommodation, as the corporate community life was considered to be very essential training in Basic Teacher Education. The number of student-teachers on rolls was - Andhra men 9,864, Andhra women 1,322, Telangana men 5,570 and Telangana women 1,252. Thus the total capacity of these Basic Training Schools appears to be at about 18,000. The age range of the student-teachers was generally between 15 to 35 years, while the maximum number of men were between 20 to 23 and women between 17 and 20 years of age. From these figures it could be concluded that women took the decision to enter the teaching profession earlier

than men, who perhaps tried other departments first and entered this profession as a last resort.

#### **Selection of Student-Teachers :**

The untrained teachers already working in the schools were selected according to seniority by the concerned District Educational Officers and sent up for training for one year in the case of secondary school certificate holders and two years in the case of 8th class pass candidates.

The remaining seats in the Training Schools were filled with candidates selected by committees consisting of the District Educational Officer, Heads of the Training Schools concerned and the local Secondary school. Applications would be invited every year from candidates to join the two year training course. The minimum general educational qualification required for admission was a pass in the Secondary School examination of any type, with eligibility to join University courses. Applications of candidates completing the Secondary School course compartmentally were only considered in case eligible candidates were not forthcoming. The applicants should be between 16 and 25 years of age. The upper age limit was relaxed to the extent of five years in the case of scheduled and backward classes. The condition of living in the hostel was laid compulsory for trainees before selection. Eighty per cent of the student-teachers were given a stipend of Rs. 35/ p.m. Ten percent of the seats in every institutions were reserved for scheduled and backward classes. The selected candidates were required to execute agreement and security bonds to the effect that they would serve in the Education Department for a period of five years after training, failing which they were to refund the stipends.

#### **CHARACTERISTIC FEATURES OF THE BASIC TEACHER EDUCATION COURSE IN ANDHRA PRADESH**

The syllabus for Basic Teacher Education in Andhra Pradesh was for the most part a revised edition of the scheme and syllabus published in 1954 by the composite state of Madras. That syllabus, as stated therein was largely drawn on the lines of the 'Revised Syllabus for the Training of Teachers' of the Hindustani Talimi Sangh, Sevagram. Slight modifications were made from the experience gained in the working of Basic Training Schools in the state.

As regards the scheme of evaluation, it was thought fit to proceed cautiously in giving weightage to internal or class examinations

in the matter of declaring success in the Basic Training School Certificate Examination. Practical activities, however, were given their due importance as hitherto.

The Department of Education observed that there was no finality in the matter of such a scheme and syllabus. As more experience was gained and more problems arose when Basic education grew, the scheme should face the responsibility of further revision from time to time.

#### **Aims and Scope of the Curriculum :**

The aims of teacher-training were drawn from the Revised Syllabus for the Training of Teachers of the Hindustani Tahmi Sangh as follows :

- 1 To give the student-teachers practical experience of the life of a community based on co-operative work for the common good,
- 2 To help them to understand and accept the social objectives of 'Nai Tahm' and the implications of a new social order based on truth and non-violence.
3. To encourage the development of all the faculties physical, intellectual, aesthetic and spiritual, of each student-teacher towards the achievement of a well-integrated balanced personality.
- 4 To equip the student-teacher professionally for his work i. e. to enable him to understand and meet the physical, intellectual and emotional needs of children <sup>3</sup>

These aims were intended to be achieved by organizing community life in the training school on the basis of a free and self-governing unit of co-operative and productive work. Therefore, all activities in the kitchen, on the farm, in the work-shop, in the practising school and in cultural and recreative programmes must be considered as integral parts of that training. Thus every Basic training school should essentially be residential. That it should be so was obvious on its own merits because of the availability to the community of much more time to carry out various activities than would otherwise be possible. Under the guidance of the staff, the community was expected to arrange its economic, social and cultural

3 *Scheme and Syllabus for Basic Training Schools*, Kurnool, Superintendent, Andhra Government Press, 1956. Pp. 1-2.



life democratically. Every one must join in community work. Such participation helped to develop self-reliance and co-operativeness. It had been found that those who studied community problems and the resources available for their solution developed an exciting motive for learning.

In understanding the scope of the training scheme, it was important to remember that there were two grades of training the Junior and Senior-at present and that though the scheme of practical activities might be the same for both the grades the syllabi on theoretical subjects specially those relating to Educational Psychology and child study were suited to the different grades. Government stopped fresh admissions to the Junior Grade from 1956-57, but soon the Junior course was revived due to paucity of trained teachers to man the increasing number of Basic schools. The syllabi for the Senior Grade contained the study of Methods of teaching English while those of the Junior grade did not. In 1961 the study of Methods of Teaching English was introduced in the Secondary Grade Basic Training of the Telangana region also, where this subject was not studied so far. Since the orders were received in the middle of the year, English language methodology instructors were not posted in the training institutions, the Teachers Organisations and the Teachers representatives in the Legislative Council pressed the Government to implement the above quoted order from the succeeding academic year. By 1963 the Government exempted the Oriental Title holders who were undergoing Secondary Grade Basic Training Course of one year in Telangana from appearing for the subject 'Methods of Teaching English' in the T.S L C. Examination to be held in March 1963 only.

Since productive and co-operative work was the centre found which training would go on, such work would as far as possible be organized for meeting the essential needs of the community such as food, clothing, shelter etc. Agriculture, cloth-production and such other crafts and activities would thus occupied a very important place in the whole educational programme. Since it would not be possible to make provision for all the crafts which met the primary needs of the community in each one of the Basic Training Schools, it was proposed to make one or two of them for which facilities existed as the main crafts and to provide for one or more subsidiary crafts according to need and the facilities available. Activities involving manual work were to be organised and conducted on such scientific lines as to discover the educational possibilities in each one of them. The kitchen, the farm and the workshop were treated as laboratories

for drawing out knowledge through various processes of work. The "why" and the "how" of each process would yield at every step more and more knowledge. Manual work under such circumstances would naturally inculcate the dignity of labour so essential in character formation. But even more than that, when manual work became the medium of education, then work itself was transformed into learning. Every training school was expected to demonstrate the full possibilities of learning through work.

Proper records of raw materials used, money and labour spent in the production of each article and in the performance of each service were to be carefully maintained. Minimising wastage at all points and the efficient utilisation of man-power available to increase production became necessary. It might thus be possible in an increasing measure to cover the cost of craft equipment and to meet the current expenditure of training school partly if not fully.

The syllabus provided for the organisation of cultural and recreational activities, as happiness, joy and learning accrued from them. These activities helped the linking of Training School community in the midst of which it was set. The saddest feature in the life of the people in the villages was the total lack of the joy that came from cultural activities and every trainee was expected to know how to fill this gap.

A Basic Training School thus conceived and functioning as a free, fairly self-sufficient, democratic, productive learning and happy institution could well become the spear-head of a silent social revolution with far-reaching consequences to society. The curriculum envisaged that from such a training school would emerge a new type of teacher who might become the pioneer of a new social order and a new culture.

#### **Duration and Courses of Study**

The course of training was predominantly a professional one and covered a period of two academic years for the fresh candidates recruited from the open market, and one year for the teachers in-service. The first year classes began sometime in July soon after the admissions were over and go on till the end of the April next. The Second year classes began from 1st June and worked till the last day of the Basic Training School Certificate Examination. The following nine types of teacher training institutions obtained in the state <sup>4</sup>

4 *Report of the Special Committee for Basic Education, Andhra Pradesh, Hyderabad, Education Department, Andhra Pradesh, 1961 P.39.*

1. Secondary Grade (Basic) Training for Matric passed freshers for two years in Telangana.
2. Secondary Grade (Basic) Training for Matric passed teachers for one year in Telangana.
3. Elementary Grade (Basic) Training for VIII standard passed freshers for two years in Telangana.
4. Elementary Grade (Basic) Training for VIII standard passed teachers for one year in Telangana.
5. Senior Grade (Basic) Training for freshers S.S.L.C. passed for two years in Andhra.
6. Junior Grade (Basic) Training for freshers VIII standard two years in Andhra.
7. Secondary Grade (non-Basic) freshers S.S.L.C. passed two years in Andhra.
8. Elementary Grade (Non-Basic) freshers VIII Standard for two years in Andhra.
9. Secondary Grade (Non-Basic) freshers S.S.L.C. with fifty per cent marks one year in Andhra.  
(Andhra includes Rayalaseema also wherever the latter region was not mentioned).

From the above categorisation it was seen that although the Government accepted the principle of appointing only Matriculates to the posts of teachers in the Elementary schools as a policy, it was not followed in practice. By 1964, the admission of teacher and fresher candidates into the Secondary Grade Training who passed the Higher Secondary Certificate examination compartmentally, was permitted. Thus, somehow the Department of Education was pressurised to dilute the admission requirements of the candidates for Teachers training.

The courses of study comprised of the following :

1. Work in practising school;
2. Health and Hygiene (including kitchen activities and Physical Education)
3. Community training and cultural activities including the study of Hindi;
4. Any one of the following as a main craft .
  - a) Gardening and Agriculture,

- b) Spinning and weaving.
  - c) Wood work including card-board modelling and elements of metal work.
  - d) Any other approved craft such as Leather work, Tailoring or Pottery.
5. Any one of the following is subsidiary crafts
- |                          |                     |
|--------------------------|---------------------|
| a) Bee-keeping,          | i) Leather-work,    |
| b) Fibre and glass work, | j) Tailoring        |
| c) Mat-weaving,          | k) Oil-pressing,    |
| d) Tape-weaving,         | l) Pottery,         |
| e) Soap-making,          | m) Poultry-farming, |
| f) Basketry,             | n) Pisciculture,    |
| g) Coir-making,          | o) gur-making.      |
| h) Paper-making,         |                     |

#### Special-Group B

1. Educational Psychology and Child Study,
2. Principles of Basic Education and School Administration,
3. Methods of teaching-General and Special,
4. Methods of teaching English (for Senior Grade only)<sup>2</sup>.

The special courses of study under Group B were to be taught in close correlation with the general courses of study under group A. Teaching was expected to take the form of discussions on the problems arising out of actual work, supplemented by oral instruction and directed studies. Lecturing methods involving the passive attention only of the trainees and dictation of notes were forbidden by the syllabus. Topics were to be encouraged to record the findings. The treatment of the 'Methods of teaching' was to be closely related to the educational programme in Basic schools.

No books were prescribed for detailed or non-detailed study of languages, as the student-teachers were expected to utilise the library extensively and the questions in the final examination were based on the library studies.

A Public Examination was held in each of the special courses of study under group B at the end of the course. The progress and attainments of the trainees in the general courses of study in Group A was assessed periodically by the teaching staff and proper records

maintained. It would be the duty of the Inspecting Officers to see that these activities were well organised and that the performance of individual pupils was assessed properly

The syllabus provided for a daily routine consisting of eight hours for rest and sleep, eight hours as personal time for food, bath, etc., including one full hour of self-study and eight hours of supervised study and work. The supervised study and work included six hours of school session and two hours outside the school session for productive activities, community services and the like

### THE PRACTICAL PHASE OF THE COURSE

The practical aspect of the course consisted of

1. Professional training in practising schools
2. Attainment of skills in atleast one or more productive crafts and
3. Training in self-reliance and in the democratic way of life. A Basic Training School was therefore expected to
  - a) develop a net-work of well-organised practising schools,
  - b) maintain high standards of skill in the school workshop and
  - c) develop a sound tradition in community life.

The practical course was to be organised as a series of educational projects and not to be covered in a routine mechanical fashion. The internal examination conducted by the staff council included within its scope the correlated subject-matter. The practical course, its organisation, execution and assessment formed the basis for the teaching of subjects under Group B in which attainments of the trainees were assessed in a Public Examination.

#### Work in the Practising School :

The work in the practising school was the basis for the professional training of the prospective teachers. Some Basic schools in the compact area were selected for practice work, and they were expected to be well organised and equipped. The teaching staff was to give the necessary guidance to the trainees in teaching children, in organising the school and in maintaining the school records. The trainees see good examples of the correlation between work and knowledge demonstrated in these schools. Reading material suitable for different grades based on the crafts was expected to be prepared in the Basic Training Schools and used in the practising schools. Similarly voca-

bulary lists for different grades based on different crafts were to be got ready.

It was prescribed in the syllabus that practice teaching should be assigned for whole days at a time and not on the basis of periods, since instruction in Basic schools was based on activities and not merely on study of subjects. It was recommended that on such days routine time-table of the particular section need not be followed because the pupil-teachers would be distributed to different practising schools. About six weeks period in an academic year was devoted for this work, one week for observations one week for apprenticeship and four weeks for practice teaching

Visits to efficient basic schools other than those selected for practice teaching should also be arranged as a part of the programme of school visits to observe the organisation and working of the schools and to give a paper on their observations after every visit.

#### **Health and Hygiene (including Kitchen work and Physical Educational):**

The syllabus prescribed the objectives of Health education as follows :

A trainee should develop :

1. an appreciation of a clean, healthy, and vigorous life,
2. a capacity to observe, recognise and interpret the physical, mental and emotional manifestations of illness in children,
3. a taste and capacity to carry out the health and hygiene programme of the school with special attention to prevention of diseases,
4. capacity to prepare clean and healthy food and acquisition of skills in the different processes of cooking and in serving,
5. skill in the treatment of minor ailments,
6. contacts with institutions and agencies rendering health and medical services in the locality,
7. capacity to organize health and hygiene programmes,
8. ability to interpret intelligently the theory of the work involved,
9. capacity to maintain the necessary records and assess the health habits, health attitudes and health knowledge of children.<sup>6</sup>

6. Ibid. P.7

Preparation of food included work in the kitchen and all the work connected with it. Necessary skills in the different processes from the gathering of food materials to the serving of food and scientific understanding of the processes were to be gained by every prospective teacher. Study of dietetics was to be closely correlated with this activity of organizing the kitchen as a laboratory. Trainees were expected to acquire the ability to organize a school kitchen for providing nutritious balanced food and to educate children through this activity.

#### **Community Training and Cultural Activities :**

The curriculum envisaged the Basic Training School as the educational centre for a number of surrounding villages. It was expected to set the pattern of life and teaching for the schools in these villages. Organisation of the Training school was therefore to be as a residential school village where an educational community was trying to lead a co-operative and democratic way of life and was attempting spheres. It is, therefore, expected to reflect the highest traditional culture of the locality.

Life in the school was to be regulated by the elected executives (elected by the school assembly) under the guidance of the Training School staff. All activities necessary for the well-being of the community in the kitchen, in the farm, in the work-rooms, in the village or elsewhere were to be treated as integral parts of the educational programmes

Work under this section was organised under the following heads :

- (a) Training in democratic living, conducting meetings etc.
- (b) Social Service,
- (c) Celebration of festivals, school excursions,
- (d) Music, dance, dramatics and
- (e) Drawing, painting, decorations;

#### **Craft Work .**

Every Basic school was expected to have normally two acres of land with a well or other facilities for supplying water necessary for gardening. Hence the work in the training school in gardening was to be organised with this end in view that gardening was an essential activity in Basic schools. Every teacher under training was expected to acquire skill in elementary gardening and be able to plan his work to the maximum advantage taking into consideration the facilities

available. They were also expected to observe and get a few weeks of experience in Agro-industries like bee keeping, poultry farming, pisciculture, paddy husking, flour grinding, gur making and oil-pressing etc.

The trainees who chose spinning as the main craft also specialise in weaving, while those specialising other crafts might learn spinning thoroughly and get an acquaintance of weaving. At the end of two years training each trainee specialising in spinning and weaving was expected to produce atleast ten square yards of cloth. With this end in view the craft work should be organised from the growing of cotton to the weaving of cloth. Dyeing, printing, sewing and tailoring are connected branches of the cotton craft, with which the trainees were expected to be acquainted.

#### **Basic Teacher Education Syllabus in Telangana :**

The courses of study in Basic Teachers Training institutions in Telangana also broadly conform to the above areas. The following is the scheme normally for a course covering two academic years with two hundred average working days per year :

- I Training in Community Life Activities;
- II Training in Craft work;
- III Study of :
  - (a) Community life activities,
  - (b) Educational Psychology
  - (c) Principles of Education;
  - (d) History of Education;
  - (e) Methodology.
  - (f) School Organisation and Assessment.
- IV Practical work in teaching:
  - (a) Demonstration lessons given by the members of the staff;
  - (b) Demonstration by trained teachers of traditional and Basic schools;
  - (c) Ordinary lessons;
  - (d) Criticism lessons,
  - (e) Teaching practice;
  - (f) Preparation of teaching aids, notes of lessons maintenance of records etc.

The pupil-teachers were required to teach for atleast fifty hours during the practice, teaching period and out of them thirty lessons were



expected to be guided and supervised by the staff of the training institution.

### SCOPE OF BASIC TEACHER EDUCATION

The courses so far discussed above related to the training of under graduate teachers. From the history of Basic Teacher Education discussed in Chapter II it was clear that the trained graduates were being given re-training at the Post Graduate Basic Training College, Pentapadu and Bhiknour in Andhra and Telangana areas respectively. This retraining to traditionally trained graduates was kept in abeyance, according to the testimony of Educational Officers and the report presented to the Conference of Principals of Post Graduate Basic Training Colleges held at Gandhigram in March 1965. The present nine training colleges in the state train graduate teachers for secondary schools. There must be some institutions which give exclusive training to graduates to become teachers and Principals in the Basic Training schools or Post-Basic schools or to become administrative or research officers in the field of Basic Education. Such institutions may be managed by the Government or the Universities and the Universities must grant them affiliation. The Report of the Assessment Committee says :

One difficulty here appears to be the attitude of the Universities which have not so far shown real interest in Basic Education. In some Training Colleges, Basic Education is included as one of the many subjects of study. But colleges fully geared to the training of graduates in the concepts and methods of Basic Education as such have not come into being and duly recognised by the Universities.<sup>7</sup>

For some time the Universities of Andhra, Osmania and Sri Venkateswara in the state prescribed Basic Education as one of the compulsory retirements and later it was supported by community and craft training at the Post Graduate Basic Training College, Pentapadu as far as Andhra and Sri Venkateswara Universities were concerned. Now these universities only offer Basic Education as one of the optional papers. So, there is need to open some Graduate Training Institutions for Basic teachers recognised by the Universities for purposes of complete training and short re-training in Basic education for trained graduates.

7 *Report of the Assessment Committee on Basic Education*, New Delhi: Ministry of Education, Government of India 1956 P 15.

The Basic Training Institutions at all levels should acquaint the pupil teachers with all stages of Nai Talm (New Education) right from Pre-Basic to the University and Research in a general way, as at present there was no provision for training of teachers specifically for all these different stages. The scope of Basic training could be extended to incorporate the philosophies of Scouting, Citizenship, Red Cross, Community Development, Co-operation, Health Education, Family Planning, National Integration etc. The role of Professional Organisations and professional code of teachers also could find a place in the curriculum of Teacher education.<sup>8</sup>

For doing justice to all such items incorporated in the curriculum the period of training should be atleast for two years according to the Seventh All India Basic Education Conference.<sup>9</sup> Dr. Zakir Hussain Committee suggested one year training as a short emergency course for specially selected teachers from good schools, but in the long run the normal period of training should be for three years, to organise the proper use of library etc.<sup>10</sup> The Seventh All India Basic Education Conference also recommended that co-education should be encouraged the lower age limit for admission of candidates should be eighteen and the strength of the class should not exceed thirty.<sup>11</sup>

But in Andhra Pradesh the courses ranged from three months (re-training) to two years (Middle and fresh Matriculates), besides observation courses for top supervisory staff for brief periods of not less than fifteen days.

The special features of Basic Training apart from the general characteristics of the traditional teacher education consisted of Crafts, Correlation and Community Life and emphasis on both experience.

#### **Adequacy of the Basic Teacher Education Courses :**

The following table gives the opinion of the Headmasters of Basic schools and Training schools on the adequacy of Basic training for the teachers to run the Basic schools successfully :

8. *Proceedings of the Second Conference of the Warangal District Teachers Union, Medhavi II-IV, April 1962* P. 22.

9. *Report of the Seventh All India Basic Education Conference, Sevagram Hindustani Talimi Sangh, 1951.* P 85.

10. *Educational Reconstruction* Sevagram Hindustani Talimi Sangh, 1950 Pp 110-111.

11. *Report of the Seventh All India Basic Education Conference, Op Cit* 110

TABLE 115  
ADEQUACY OF BASIC TEACHER EDUCATION

Region	Responses of Basic schools <sup>%</sup>	
	Affirmative	Negative
Andhra	60.15	31.57
Rayalaseema	42.59	48.18
Telangana	41.86	43.48
Total	52.69	39.56
Training Schools	53.75	25.00

The range of Basic schools and Training Schools which are satisfied with the Basic Teacher Education courses is between 40 to 60, while those expressing negative opinion is 25 to 49. A good number of training schools (18.75%) attributed the drawback in implementing the methods of teaching in schools to their dis-interestedness as the pupil-teachers felt that they were not encouraged to implement what they were taught in the training schools. Twentyfive percent of the training schools admitted that the main principles of Basic education were not taught in the proper manner. Some of them (12.50%) said that the teacher educators were not properly trained in Basic education and so normal training methods were only in vogue in Basic Training Schools also. A few Training schools (6.25%) stated that Basic education was not liked by the people and pupil-teachers alike and this had its impact on Teacher Education.

The Basic Schools also stated that the main principles of Basic education, especially correlated teaching in all subjects, were not taught in a proper manner (58.14%). Many Basic Training Schools were not provided with sufficient funds, land, accommodation for various activities and hostels, equipment like teaching aids and text books, etc. (40.74%). In a way Government itself was not encouraging Basic education by dovetailing the same with higher education and so it had its ultimate effect on the Training Institutions, (11.10%). The period of training is not sufficient for the matriculate pupil-teachers and they were usually not regular and attentive due to rush of ideas (8.25%). There was not appreciable difference between the curricula of the normal training and Basic training, and the teacher-educators were not trained for the job. So, they used the normal training techniques

The Basic Teacher Education aspects were full of defects in planning and execution and so a number of principles failed in practice as corresponding results could not be obtained for the labour put in; Hence there was a feeling that old methods were better than the new ones (74.0%). Basic curriculum was not suitable to the age groups for which it was intended as the craft work was over-emphasised to the neglect of teaching the traditional school subjects. More over only spinning and weaving were more emphasised to the utter neglect of other suitable crafts. Even if this position was accepted the pupil-teachers were not given sufficient training in organising practical work to benefit Basic school child, as they were kept busy with the study of theory which ultimately paid in the final public examination (6.97%). The student teachers were not interested in the Basic Teacher Education programmes as they knew that they would not be encouraged to implement all those ideas when they went back to their schools. In fact many activities were introduced in the Basic Training Schools through the student-teachers could not gain mastery of even a single activity, (5.55%).

The above was a discussion on how some of the Basic and Basic Training Schools felt about the inadequacy of Basic Teacher Education Courses to deliver the goods for the progress of Basic education in the state. For deep probe into the qualitative assessment of the Basic Teacher Education curriculum it was necessary to examine the views of the Basic Training Institutions about the curriculum of Basic Teacher Education.

### IEWS OF BASIC TRAINING SCHOOLS ON THE CURRICULUM OF BASIC TEACHER EDUCATION

#### Objectives And Targets :

Only twenty five percent of the Basic Training Schools believed that the objectives of Basic education and new social order envisaged by it could be achieved through the current curriculum of Basic schools and Training Schools. Sixty two to sixty nine percent of the Training schools stated that they were in possession of the copies of the subject and craft syllabi and no one of these institutions appear to be consulting any other syllabi.

Apart from the usual curricular activities most of the Training institutions conducted the morning and evening prayers, drama and music programmes as part of their co-curricular activities.

Only 56.25 percent of the Basic Training Schools informed that they were fixing definite targets for the curricular and co-curricular activities. The Teacher educators gave assignments in Psychology, Principles of Basic Education, Arithmetic, Drawing, History and Geography, Hindi, Grammar, and Spinning. The assignments in each subject required about two to three hours work at home or in the library, while the craft work required more time to fulfil the targets of production set by the Training institutions. The assignments developed the skills in preparing the teaching aids and improved the teaching efficiency of the pupil-teachers. A few training institutions (6.25%) stated that the assignments system developed in the pupil-teachers taste in studies, desire to complete the work, self reliance for self improvement, patience, ability, energy, skills responsibility, obedience to orders, precision, and accuracy independent and right thinking, quick reading and writing, spinning skills and orderly and neat work.

Even though the above discussed skills and the various methods of teaching taught in the training institutions were supposed to be theoretically desirable for adoption in the Basic schools there was a wide spread feeling that if those techniques were adopted, the course prescribed could not be completed. But 37.50 percent of the Basic Training Schools in the state denied this statement, while only 6.25% of them were in its support.

A majority of 68.75 percent of the Basic Training Schools believed that the status of Basic education would not rise if English was made the medium of instruction in the Basic schools or if English was taught from the first grade. But 12.50 percent of them were of the opposite view.

A big majority of 93.75% of the Training institutions complained that the experiences of the teacher and the Teacher Educator were not taken into consideration by giving them the due representation on the syllabi committees for evolving effective curricula. The items of the syllabi should be levelled to suit the students (81.25%). The curriculum should suggest how the various stages and processes of different crafts and activities could be used as centres of correlation and the same should be published in the regional languages. This was possible after conducting careful experimental studies, (75%) The same percentage of Basic Training Schools also suggested that the work of evolving a good curriculum should be entrusted to committees of experts.

**Text Books :**

Fifty percent of the institutions reported that they were using text books for the different areas of Teacher education while only 18.75 percent of them said that they were also using guide books meant for teacher-educators. A good number of the Basic Training Schools (87.50%) suggested that the guide books should be written on the basis of researches conducted on the items of text books and the interests and attitudes of students at every stage, as the guide books should explain how the items in the syllabi and the text books should be taught following the activity centred techniques. Many (81.25%) Training schools stated that the text-books should be devised to realise the objectives of the new social order envisaged by the Basic system of education.

Separate text books for the Basic institutions were necessary as they would be written on the basis of correlated teaching, so well make the teaching of craft scientific. According to 62.50 percent of the Basic Training institutions the teacher could not visualise the scope of each subject without the help of text books and the books will help maintain uniform standards among the different institutions. Some of them (43.75%) stated that text books were necessary even if the students were making notes of all the educational activities in the school.

**Schools Timings and Number of Periods :**

In all the Basic Training Schools in the state subject teacher system was in vogue as far as teaching the courses in Teacher Education was concerned. Consequently the school time was divided into convenient periods for teaching the different subjects. Within the allotted area of teaching and time the teacher educator enjoyed every freedom to plan his work without any prejudice to the full preparation of the class for the final public examination conducted at the end of the year.

Usually the morning session consisted of four periods and the after-noon session mostly consisted of four or in some institutions three periods. The morning session started between 8 to 10 a.m. and closed between 11-00 a.m. to 1 p.m. After-noon session started between 1-50 p.m. to 2-15 p.m. and closed between 4-00 to 5-10 p.m. The duration of each period in the morning consisted of 40 or 45 minutes. While the afternoon periods consisted of 30 to 45 minutes. The interval between morning and evening sessions ranged

from one to three hours. The duration of morning session was 3 to 3 hours 10 minutes while the after-noon sessions lasted from 2 to 3 hours.

According to the prescribed syllabus the following was the suggested distribution of periods in a week of five and a half working days forty four periods.

	Periods
Silent spinning	5
Main craft (Agriculture or weaving wood-work etc.)	8
Subsidiary crafts	2
Hindi	2
Cultural subjects including Music and Physical Education	3
Health, Hygiene and Dietetics	2
Library (silent study)	2
Educational Psychology and Child study	5
Principles of Basic Education and School Administration	6
Methods of Teaching-General and Special	6
Methods of teaching English (For Senior grade only)	3*
	<hr/>
	44
	<hr/>

\*In the Junior Grade these three periods were to be used for the courses under Group B (Public Examination Subjects).

Practical work under agriculture was done outside school hours. Weaving also was done by batches. As such the eight periods shown under the main craft were utilised for theoretical discussions, demonstrations and practices of new processes of the activity.

According to the information furnished by Training Schools the subjects like Educational Psychology, Principles of Basic education, Methods of teaching and craft work were given each six periods per week in the Training School time table. Other items of the syllabus got one to four periods per week. The total number of periods per week ranged from 38 to 48. Some Basic Training institutions

conducted drama and music for one or two periods during or after school time.

### **Methods of Teaching :**

Correlated technique of teaching was attempted in 81.25 per cent of the Basic Training Schools. Multilateral correlation was encouraged by 68.75 percent of the institutions and unilateral and collateral correlations by 37.50 and 31.25 percent of the institutions respectively. Nature study providing more opportunities for correlation in the case of 87.50 percent of schools. In the case of 81.25 percent of the institutions craft process were profitably utilised. The schools' cultural activities also provided natural opportunities for correlating knowledge in 56.25 percent of the institutions. The situations occurring in spinning and gardening processes, celebration of national festivals, flag hoisting and salutation, paper reading, attending the temples or churches, provided opportunities for correlation in six to nineteen percent of the training institutions. The Telugu poetry, some portions of General Science and Social Studies were found to be difficult to correlate with anything. So other techniques of teaching were adopted to cover these areas.

Educational tours as a method of teaching was popular in 68.75 percent of the Training Schools and fifty percent of them adopted the problem method, while 43.75 percent of the institutions organised projects. Eighteen to thirty two percent of the institutions followed group techniques and used the radio and the sound film or film strip projectors in the course of their teaching.

Many training institutions (62.50%) complained that there was dearth of literature on the correlation technique. Efficient teachers with conviction in Basic education and capable of correlating knowledge with craft processes, were not appointed as teacher-educators, and necessary facilities were not provided for the scientific development of this technique.

Seventy five institutions advocated that all those items of the syllabus which could not be taught through correlated teaching should be taught through traditional methods. 68.75 percent of the institutions observed that the results of the researches should be taken to the door steps of the class room teacher who should be equipped on how to teach the craft work scientifically and at the same time instead of depending upon heavy crafts simple activities should be made the centres of interest and learning. The Univer-



sities should encourage research in the activity methods of teaching so that a suitable curriculum could be developed to give practical guidance to the class room teacher.

### THE PRACTICE OF CRAFT WORK IN TRAINING INSTITUTIONS

#### Objectives :

If the correlated method of teaching were to be successful, the Basic Training Schools in the state must have had an effective craft programme to provide innumerable situations for correlation. But correlation of knowledge was not the only one objective for which craft work was introduced in the Basic institutions. As discussed in Chapter IX, 56.25 percent of the Training institutions emphasised on the objective of cultivating the dignity of manual labour among the student-teachers, while 50 percent of them emphasised the objective of correlation. As many as (43.47%) of the institutions aimed at the objectives of training the muscles and senses, worthy use of leisure time, and vocational training of the student-teachers. Twenty five percent of the institutions aimed at earning money for the school or for the parents, while 6.25 percent of them said that crafts were taught because they were a compulsory item of Teacher Education programme.

#### Selection of Crafts :

A big majority of 81.25 percent of the Basic Training Schools stated that there was no question of selection of the Basic crafts in their institutions as the Government itself decided what crafts should be introduced. As per the advice of the Education Department most of the Training institutions introduced Spinning, Weaving, Gardening and Agriculture, as main or subsidiary crafts. According to 74.93 percent of the institutions local availability of craft equipment and raw materials and facilities for repair of the equipment were the main criteria for the selection of Basic crafts. A majority (56.25%) of the Training school laid the premium on the educational potentialities of the crafts, while fifty percent of them introduced the craft if the teacher capable of teaching that craft was available,

#### Crafts Practised :

Apart from the crafts mentioned above in 6 to 18 percent of the Basic Training School in the state crafts like carpentry, book-binding, art, pottery, leather work, navar cot tape weaving, tailoring,

card board modelling, embroidery, and toy making were practised. The Special Committee on Basic Education recommended the introduction of all kinds of wood-work, paper work, leather work, clay work etc. in addition to the crafts mentioned above.<sup>12</sup>

The ratio of main and subsidiary crafts were 1 : 2 and 2 : 3 for the Senior Basic Training of one year duration and two years duration respectively. Daily one to three hours were devoted for the crafts during or outside school training.

#### **Repaires to Equipment :**

About fifty percent of the Basic Training Schools stated that local craftsmen repaired the implements, while in 37.50 percent of the institutions students themselves attempted to repair the same with the help of the teachers. In twenty five percent of the schools either the students or the teachers alone repaired the craft equipment.

#### **Disposal of Products :**

The craft work was not successful in Training Schools as the disposal of the craft products was difficult (43.75%) due to dearth of teachers trained in craft work (37.50%), defective implements and lack of accommodation for craft work (31.25%). Twenty five percent of the Training Schools recommended its introduction from third grade onwards, if craft work were to be made successful in the Basic schools. About 43.75 percent of the Training schools locally purchased the craft implements and raw material and 6.25 percent of the schools stated that the Government directly supplied the material, while in 6.25 percent of the schools there were no supplies at all.

#### **Disposal of Craft Products :**

The disposal of the craft products was a very big problem the Basic Training Institutions were facing. The officer of the Education Department of the Government could not offer any satisfactory solution so far. The teachers or students-teachers of the Basic Training Schools did not wear the cloth they produced. People who had no faith in Khadi (hand spun and hand woven cloth) were running the Government and the educational institutions. If people who had conviction in Khadi were allowed to look after this problem, the next

<sup>12</sup> *Report of the Special Committee etc* O.P. cit P, 46.

moment all the textile stocks of the institutions would be sold.<sup>13</sup> The Special Committee also expressed a similar anxiety about the disposal of the craft products :

Another problem of considerable magnitude which is facing all the training schools is the disposal of the craft products of the institutions. The same problem is also faced by all the basic schools. Hanks of yarn are produced by every school and training institutes and the production is quite considerable. Out of this production of hanks a very insignificant portion is converted into cloth either by the educational institutions directly or through some co-operative society of weavers. Even so, there is considerable accumulation of cloth with several of these institutions. It is natural that the products are coarse and not marketable. Whenever purchasers are found for such cloth they are either the trainees or members of the staff. Very rarely an outsider appears to have purchased the cloth.

Thirty one to thirty eight percent of the Basic training schools reported that the mats, cloths and other products were sold to students and the vegetables and paddy were sold to the hostel and the teachers. Some of the institutions (43.75%) proposed that all the craft products should be sold to the students at nominal prices. A few of them (37.50%) said that the products should be sold through a central sales depot or in an annual exhibition. Six to nineteen percent of the institutions said that the craft work was not showing profits due to carelessness and disinterestedness of the teachers and students and also due to lack of skill, wastage and poor quality of work by the student-teachers. They expressed the opinion that if suitable atmosphere was created and if the institutions were allowed to work freely, more income could be earned through Gardening and Agriculture. As a rule the first year trainees were expected to earn Rs. 2/- and the second year trainees Rs. 3/- per month. But a majority of the institutions (56.25%) were aiming at getting the money spent on raw materials, as a principle of self-sufficiency in craft work. Fifty percent of the institutions suggested that craft work should not be over-emphasised in the name of self-sufficiency and if really skilled teachers of different crafts were available the production and its economic value could be enhanced.

13 Basic Training School and Accumulation of 'Khadi' Stocks ,  
*Sarvodaya Vidya* I-VIII, February 1959 P 20-24

### COMMUNITY LIFE

#### Democratic Life :

The ideal of corporate life was one of the most important aspects of Basic Teacher Education programme. The democratic nature of the administration and organisation of the institution could be seen in the way decisions were taken to organise different programmes. But 87.50 percent of the institutions have reported that they got their plans and decision on important matters from the Director of Public Instruction and if anything remained to be decided the headmaster used his discretion (37.50 %). Only in 18.75 percent of the institutions certain decisions were taken in the weekly, fortnightly or monthly staff meetings.

In about twenty five percent of the institutions the students were taken into confidence while taking decisions. In 62.50 percent of the Training Schools the Headmaster appointed pupil leaders for carrying out certain special programmes, while in 56.25 percent of them the school government was patterned after the state government and assembly. Ministers were appointed by the school assembly for sanitation, crafts, food, health, guests, cultural activities, games, agriculture, home, water, marketing, lighting.

#### Community Activities :

As a regular part of the community programme the Training Schools conducted mass prayers in the morning and evening, sanitation in the institution, village cleaning, inter dining, celebrations of birth days of great men, national and religious festivals, student self government, educational tours, social service activities, games and sports etc. In many of these activities the co-operation and participation of the surrounding community was sought.

By giving this kind of community experience the student teachers developed certain desirable qualities. They were general skills (37.50%), readiness to take orders (81.25%) discipline, intelligence, team spirit, leadership (75%), tact, comradeship, co-operation, patriotism, patience (68.75%), initiative, reverence to God, responsibility, to own mistakes (62.25%), work mindedness, self reliance, dignity of manual labour (56.25%), desire for social service, care of school and community property and capacity to appreciate other points of view (50%). But the liking for village life, which was so important was recorded by only 31.25 percent of the Basic Training Institutions.

The liking of the surrounding community for the various community activities of the basic institutions and the public attitude to Basic education were discussed extensively in Chapter X using the data obtained from the training institutions also.

The training institutions were also doing propaganda work and establishing committees with community leaders for popularising Basic education and organising activities like prayers, bhajans, music, inter dining, social service, etc for involving the community in the activities of the schools.

The Prime Minister with the help of his cabinet chalked out weekly programme of community duties to be done by batches of trainees and announced the same to the Assembly. He supervised the work done by them. The following was the daily routine of a Basic Training Institution of Telangana which was a residential one.

TABLE 116  
DAILY ROUTINE OF A BASIC TRAINING SCHOOL

	A. M.
Rising bell	4.30
Morning duties (a batch prepared breakfast)	4.30 to 6.00
Sacrificial spinning	6.00 to 6.30
Prayer	6.30 to 6.45
Break fast	7.00 to 7.15
Cleaning of the campus and hostel rooms (one batch prepared mid-day meal)	7.30 to 8.15
Class room teaching	9.15 to 11.30
Lunch	11.45 to 12.15 noon
	P. M.
Class room teaching	2.00 to 4.00
Games (One batch prepared evening meals)	4.00 to 5.45
Prayer	6.00 to 6.15
Supper	6.30 to 7.00
Self study	7.00 to 9.30

Usually the daily routine as described above was followed in most of the Basic Training School in the State. The coverage of syllabus of different subjects was done in the class room teaching organised in the two morning and evening sessions, while the community life, cultural and other co-curricular activities were organised during the remaining time on the campus. This daily routine was

disturbed whenever there was a need to organise any special function like the celebration of the birth days of great men or national and religious festivals.

### LIBRARY ACTIVITIES

As mentioned earlier the Basic Training Schools were equipped with good libraries having on an average about 800 volumes. According to the Special Committee the libraries were housed in rooms which could not be used for any purpose and the selection of the books was very haphazard. The provision for purchase of books and periodicals was meagre <sup>14</sup>. About fifty per cent of the institutions were encouraging the students to do collateral reading though they did not supervise the same. In 37.50 per cent of the institutions the collateral reading was supervised either by the teachers or student leaders. In 31.25 per cent of them the student-teachers were required to make notes from their collateral reading, which took the shape of either book reviews, essays, summaries, 37.50%, epitomy, outlines, and meanings of difficult words 18.75%.

### PRACTICE TEACHING AND MODEL SCHOOL

In many places the practising schools attached to the training institutions were non-basic. Many institutions could not organise practice teaching in the senior basic grades, as many of the model schools attached to the Basic Training Schools were having only five grades. The staff of the model schools was not fully trained in basic system. The schools lacked the necessary equipment and some of those were located far away from the training institutions. In many cases the schools attached could not provide facilities to the large numbers of student teachers for practice teaching. The training institutions did not realise that the practising school was not only a means of giving practical training to the trainees, but also served as an object of research in teaching methods. <sup>15</sup>

### TEACHER EDUCATORS

#### Qualifications and Appointment

The minimum qualifications for the teacher educator prescribed were a degree in Arts or Science with a degree in Education. They were expected to have undergone atleast the short course of retraining in Basic education. But this point was overlooked while posting a number of teacher-educators in the Basic Training Schools.

<sup>14</sup> Report of the Special Committee *Op. Cit.* P. 54

<sup>15</sup> *Ibid.* P. 52

The minimum salary of a trained graduate teacher educator was Rs. 130-250 plus the usual allowances. Some of them were working in selection grades of Rs. 180-375 or Rs. 200-400. They were not given any special allowances for working in the Training institutions as their cadre was equivalent to the teachers working in the secondary schools.

The teacher-educators were appointed by the Director of public Instruction in the case of Government Basic Training Schools and by the managements concerned in the case of private institutions. No special effort was made to appoint experts in subjects like hygiene and nutrition, crafts, languages, agriculture etc. Even if qualified teachers were appointed for teaching these special subjects, they were not given the corresponding scales of pay enjoyed by employees with similar qualifications in the other departments. So, they left the job at the earliest opportunity when they got a suitable appointment in other departments.<sup>16</sup>

On an average every Basic Training School for Men had seven posts of Teacher Educators, and those for Women had five, out of which only six and two posts were filled respectively. Five per cent of the posts intended for men and nineteen per cent of posts intended for women were not filled. An average number of two men teachers were transferred during the academic year for an institution and usually the substitutes to replace the transferred Teacher Educator came almost immediately. The Basic Training Schools demanded that an average number of two more men and one more woman teacher-educator should be posted in each school for the efficient organisation of the training institutions.

The Basic Training Schools had specialists trained in Basic crafts (81.25%), Physical Education, (68.75%), Cultural Activities, Art (50%), Dance (25%), and Scouting (18.75%). The teacher educators trained in crafts were available to more than eighty per cent of the institutions while the specialists in the remaining fields were not available to all the institutions. In spite of this drawback 62.50 per cent of the institutions stated that they were able to organise the different programmes of specialised nature without teachers trained in those aspects, while 37.50% of institutions said that they could not do so. In all institutions the salaries were received in time. In 62.50% of the institutions the headmasters were getting the full Co-operation from their colleagues in the implementation of the Basic

16 Subba Rao, C S, *Basic Education in Practice*, Secunderabad Ajanta Publications, 1968 Pp 112-113,

system of education. In the remaining institutions the reasons for non co operation were stated to be lack of enthusiasm for the basic programmes (37.50%), the feeling that this system was not suitable for the machine age (31.25%), and lack of interest in the teaching profession itself (18.75%).

#### Conditions in Training Institutions

Though a number of teacher educators were in favour this system of education they could not reconcile with the situation in which they were placed, as some of the Basic Training Schools were located in remote rural areas where medical and higher educational facilities were lacking for their children.

The teacher educators in some Basic Training Schools were exhibiting dictatorial behaviour without allowing any independent thinking on the part of the students, according to a letter addressed to the editor of a monthly magazine. The letter also stated that the staff of the Training Schools withdraw the students from the routine work to get their personal work done in the name of dignity of manual labour.<sup>17</sup>

Similarly another teacher wrote about the way the Post Graduate Basic Training College at Pentapadu was run. The trained graduates were given retraining for three months at this institution. He described his selection for the retraining as punishment for some unknown crime. Many trained graduates escaped this re-training on some pretext or the other. The college was not provided with good building. The hostel rooms were dark and dusty. Latrines were not hygienic. Food was not tasty. The daily routine started from 5.30 a.m. and lasted till 8.30 p.m. The strenuous daily routine including scavenging, cooking and scrubbing of utensils were not liked by the correspondent.<sup>18</sup>

The above descriptions indicate the attitude of teacher educators towards Basic Education which was not favourable. It appears that certain programmes at the Post Graduate Basic Training Colleges and the Basic Training Schools were not to the liking of student-teachers and the attitude of the teacher educators was also unsympathetic towards the scheme of Basic education.

17. The Trends of the Basic Training Schools To-day, *Sarvodaya Vidya*, I-III, September 1958, P. 15.

18. A Pilgrim, My Pilgrimage to Pentapadu, *Medhavi*, I-IV, April 1962, Pp. 11-14.



It appears that the teacher educators were over worked judging from the time they spent every day on the different activities of the institution as given below :

TABLE 117  
TIME SPENT BY TEACHERS EDUCATORS ON  
VARIOUS ACTIVITIES

Activities	Average Time Spent	
	Hours	Minutes
Class room teaching	3	30
Practical work	1	20
Community activities	1	25
Preparation for teaching	1	00
Cultural activities	0	45
Office work	1	00
Total time	9	00

It was found that the teacher educator worked on an average for nine hours every day. Out of the above items of work the class room teaching, practical work, and office work amounting to about six hours might be considered as curricular work, while the community and cultural activities and preparation for teaching amounting to about three hours might be considered as co-curricular activity where the voluntary participation of the teacher educator was expected, as he was not bound by the rules and time table in this respect. From this it could be reduced that on the whole a teacher working in a Basic institution worked three hours more than the teacher working in a traditional institution. Even though a major portion of time was spent for class room teaching (3 hours and 30 minutes) an equal amount of time was devoted for different kinds of practical work including community and cultural activities and this appears to be an ideal budgetting of time at their disposal.

#### RESEARCH AND EXTENSION WORK

It appears that the Basic Training Schools were not much interested in research work collectively or individually. Some institutions reported that they were conducting some experiments in correlated teaching, and piling up lesson notes. The Special Committee drew the attention of the Government to manuscripts containing illustrated lessons and some schemes of correlated teaching. If facilities and sufficient encouragement were offered some of the training institutes could produce quality literature which would serve

as a guide to teachers in Basic schools and useful reading for the students. "No effort at present appears to have been made to pool together this useful accumulated material and after selecting, the best arrangement made for publication." The committee pleaded for serious effort to study this material with a view to produce guide-books and suggested the appointment of a committee for collecting all this accumulated material.<sup>19</sup>

Most of the Training institutions did some community extension work in the shape of social service to the neighbouring community. But systematic extension service to the Basic or Elementary Schools around the Training institution started very recently with the opening of three Primary Extension Services Centres at the Basic Training Schools, Kharatabad, Rayachoti and Gopannapalem. These centres were expected to serve fifty Basic or Elementary schools around them concentrating on the various school improvement programmes encouraging the teachers to undertake simple action research, making some useful publications, organising seminars, workshops and training courses.

In fact this extension work was the revival of the old concept of building a compact area around the Basic Training Schools. But this idea could not be worked successfully during the past three decades, as sufficient funds were not available and no central agency took interest in this type of work. But now the National Council of Educational Research and Training through its Department of Basic Education gave cent per cent grants for this work and provided the technical training and guidance to the co-ordinators managing these centres.

#### VACATIONS FOR TRAINING SCHOOLS

Observance of the vacations generally prescribed for all schools in the state was causing a lot of inconvenience for the implementation of certain Basic education programmes in the training institutions.

In the interest of community life and of such craft activities as gardening and agriculture, which form an integral part of teacher education, the centre should work throughout the year with provision for teachers, taking leave according to individual needs.<sup>20</sup>

19 *Report of the Special Committee for Basic Education, Andhra Pradesh Op Cit P 53*

20 *Report of the Seventh All India Basic Education Conference, Sevagram*

The teachers were paid for the whole year by the Government. Yet long vacations were given in order to provide for the plato periods in the learning of children and to enable the teachers to evaluate the examination papers. Besides this the holiday provided physical and mental rest to the teachers and students. This period was utilised by the weak students to make up the loss. These vacations were essential to save the students from the monsoon rains, winter colds and summer heats and during this time the children help the parents in domestic or professional work. But long vacations disturbed the school life and denied the students the opportunity of celebrating some national festivals falling during vacations. This made the correlation of knowledge poorer.

It should be made obligatory on the part of the teacher educators and student teachers to stay in the institution on all days of national and religious importance, and the teachers could be given extra leave to compensate this loss. The Heads of the institutions should be given full liberty to decide the timing of the vacations, while strictly conforming to the requirement of the prescribed number of working days.

But there were some cases where the teacher educators were made to work during vacations, but the proportionate leave was not reserved, even under the existing rules.<sup>24</sup> All these difficulties could be avoided if the Heads of the Basic Training Schools were given the freedom to settle the vacations by themselves without imposing an external order applicable to all types of schools in the state.

### RECORDS AND EVALUATION

Records maintained by the teacher educators and the student teachers helped the evaluation of the student-teachers and the programmes of the institution in general. The records also showed the various activities and the extent to which they were practised in the training institutions.

TABLE 120  
RECORDS MAINTAINED BY TEACHER EDUCATORS

Records	Percentage of Training Schools
1. Monthly plan	81.25
2. Scholastic progress	81.25
3. Annual plan	75.00
4. Physical development of student-teachers	75.00

1	2
5 Student-teachers' progress in craft work	75.00
6 Teachers individual craft record	68.75
7 Student-teachers cultural and social activities	68.75
8 Daily lesson plan	62.50
9. Personality development	56.25
10 Monthly progress report	43.75
11 Notes from self-study	43.75
12 Records of students aptitudes and attitudes	37.50

The records maintained by the teachers in Basic schools were given in the rank order elsewhere. In both these tables it was found that monthly plan occupied the first position while the record of students aptitudes and attitudes came last. Most of the information from the above records got into the cumulative records which counted for the public examination.

The records of the teacher educators were usually based on the following records maintained by the student teachers

TABLE No. 121  
RECORDS MAINTAINED BY STUDENT-TEACHERS

Records	Percentage of Training Institutions
1. Notes on the social and cultural activities	62.50
2. Minutes of the programmes of school assembly	56.25
3. Craft activities	50.00
4. Daily diary	43.75
5. Monthly progress report	37.50
6. Daily progress report	12.50

From the above table it could be seen that emphasis was given to the records relating to community activities by in-service institutions. Similar interest should be shown for making the student-teachers maintain the daily diary and the monthly progress report.

As prescribed by the syllabus the student-teachers were required to maintain records of observation and criticism of lessons, notes of lessons, scheme of lessons, craft records, and the class notes for the various subjects taught in the Teacher Education programme.

All the above records were assessed at the time of evaluation of the students-teachers mostly by the teacher educators supervising their work internally

When the practice of appointing an assessment committee to evaluate the work of the student-teachers existed in the Telangana region, the committee used to make a thorough appraisal of all the records. But subsequently the examination was centralised and so the teacher educators only valued the records and sent the marks to the Commissioner for Government Examinations.

The Basic Training Schools (75%) held the quarterly examinations, half-yearly, and annual examinations (37.50%) to prepare the student-teachers for the final theory examinations conducted by the Commissioner for Government examinations. But very few of them (18.75%) conducted the monthly tests

The syllabus prescribed that the school council consisting of the Headmaster and the staff of the school should conduct tests in each one of the courses noted under Groups A and B of the syllabus periodically three times a year, preferably in September, December and February or March and enter the marks in the school marks registers. The consolidated percentage of marks in each item or subject were worked out at the end of the two years training course and entered in those registers according to instructions issued by the Commissioner for Government Examinations

The attainments in the five activities under Group A were decided by the Headmaster of the School by conducting the necessary tests for which all candidates who were eligible to appear for the public examination appeared. During the first appearance, candidates appeared for tests in all the activities under group A. Those who failed in any of those activities could offer themselves for retest in only those activities by putting in an attendance of one week or more in the Training School in which they were trained at such time as may be fixed by the Headmaster. The success in the three (four for the Senior Grade) courses under Group B was finally decided on the results of the public examinations held in March or April every year. Sixty percent of the marks were allotted for each of those public examination papers and the other forty per cent of the marks were allotted for all class examinations i.e., the consolidated percentage based on three terminal examinations conducted by the School Council every year in all the theory papers.

A minimum of forty per cent in Regional Language or mother tongue and in English for Senior Grade and thirty five per cent in each of the other subjects in the combined marks and a special minimum of twenty five per cent in the languages and twenty per cent in the other subjects in the Public Examination were also prescribed as necessary for a pass. Each question paper was of three hours duration and the paper on methods of teaching English included a question on paraphrase and one on general composition.

The heads of the training institutions were expected to furnish to the Commissioner for Government Examinations all the details about each trainee in a Basic Teachers' Certificate Book for which corresponding individual records were kept in the school. The trainees who did not put in seventy five per cent of attendance were not eligible for appearing at the Basic Teachers' Certificate Examination. The candidates were not presented for this examination unless they completed satisfactorily the prescribed courses of study, in the opinion of the school authorities.

The results of the candidates appearing at the Basic Teachers' Certificate Examinations were published in all the prominent news dailies in the state and the Basic Teachers' Certificate Books were returned to the respective teachers in due course of time.

#### Conclusion:

Teacher Education will be more effective if its programme is constantly enriched with the application of latest research findings in the concerned fields, and when teacher educators themselves consult research findings and undertake some simple research work. In the succeeding chapter the attempts made to conduct research and the difficulties in the way are discussed.



## CHAPTER XIII

### The Research Practices

“We recommend that the Board of Education in each province should provide on its academic side for an efficient staff of educational experts. This staff should carry on scientific research to fit the school curriculum to the real life of the people and to guide the teachers in the use of the new standards and norms of achievement” \*

The above recommendation was made in the later part of 1937. The establishment of Boards of Education for conducting research in Basic education had a limited objective. A similar recommendation was made by the Indian Education Commission (1966) for the establishment of autonomous State Boards of Educational Research.<sup>1</sup> These Boards are expected to take up research on all aspects of Education.

In 1956, the Assessment Committee recommended that scholarships should be offered to young men interested in educational research and they should be asked to work with selected Basic Training Schools and Basic Training Colleges by offering suitable scholarships to them. In order to guide and co-ordinate such researches the Committee recommended the establishment of a Central Institute of Basic Education.<sup>2</sup> In response to that recommendation the Government of India established a National Centre for Research in Basic Education, in 1956 itself. Later, this centre was called the National Institute of Basic Education, which was handed over to the National Council of Educational Research and Training. Consequent to the establishment of the National Institute of Education under this Council again the name of this Institution was changed as the Department of Basic Education and it became a wing of the National Institute of Education.

\**Report of Dr Zakir Hussain Committee (Educational Reconstruction)*  
Sevagram Hindustani Talimi Sangh, 1950, Pp. 122-123.

1 *The Hindustan Times* 80th June 1966

2 *Report of the Assessment Committee*, New Delhi, Ministry of Education, Government of India, 1957 P 17.

In the report of the 1956-57 survey of Basic schools in Telangana a recommendation was made for the establishment of a State Centre for Research in Basic Education, under the directorship of an officer of the rank of Deputy Director of Public Instruction. A plan was made for the appointment of five research officers besides the Director and the Deputy Director of the Centre. They were expected to be experts in Basic education, Psychology, Crafts, Statistics, and mass communication techniques. A budget of Rs 1,50,000 was suggested for this state centre, with liberal assistance from the central Government.<sup>3</sup>

The conferences of Elementary Education organised every year by the Ministry of Education, Government of India repeatedly recommended the establishment of Institutes of Primary Education at the state level for conducting research. The Ministry of Education took a decision to establish fifteen State Institutes of Education for conducting research, extension, training and publication programmes.<sup>4</sup> Even though the scope of these new State Institutes of Education was not restricted, in the beginning they were asked to concentrate on the qualitative improvement of the primary education in the state. They get academic guidance from the Department of Teacher Education, National Council of Educational Research and Training at Delhi. Since then the State Institute of Education, Andhra Pradesh was involved in conducting research and other programmes in the State. But these institutes were functioning under the administrative control of the State Education Department, getting cent percent aid of two lakhs of rupees during the third plan period. But in the fourth plan period this expenditure would be treated as committed and the State Governments would spend the same, while the centre would give aid for the development plans only. If the recent recommendation of the Education Commission was to be implemented the State Institutes of Education were to be converted into autonomous State Boards of Educational Research and Training, on the lines of the National Council of Educational Research and Training.

The Director of public Instruction Andhra Pradesh outlined the immediate tasks of the State Institute of Education. They were expected to take up an educational survey of the whole state, so that

3 Subba Rao, C S, *Basic Education in Practice*, Secunderabad, Ajanta Publications, 1958. Pp. 45, 48.

4. *The Hindu*, 8th June 1963.



the desirable locations of the schools based on the needs of the community could be effected. The State Institute of Education was expected to start a school improvement programme and also orient the educational workers in the district seminars.<sup>5</sup>

Besides the State Institute of Education a voluntary organisation by the name of Educational Research Society was functioning at Hyderabad. This society was encouraging teachers to undertake simple investigations and conducting summer courses in Educational Research Methodology.<sup>6</sup> As per the policy of the Society more emphasis was given to the action research programmes. The Educational Research Society sponsored a study on assessing the popularity of Basic education with Shri K. Ramarao as the Principal investigator.

Besides the State Institute of Education and the Educational Research Society, mention must be made of the College of Education, Osmania University, where a number researches in Basic education were undertaken towards partial fulfilment of the M.Ed. and Ph.D. studies. A reference was made to these studies in chapter I while discussing the related studies.

The Department of Public Instruction made a grant of Rs. 1,000/- to every Training College in the state to enable their staff to undertake some research. But so far no research worth mentioning emerged out of this scheme.

The National Council of Educational Research and Training at Delhi financed research undertaken by workers in the states under their Grants-in-Aid Research Programme. The staff of the Osmania University availed this scheme but no research was taken by them in the field of Basic education under this programme.

The Special Committee for Basic education observed that practically no research was being done in the Basic Training institutions and repeated the suggestion of the Assessment Committee for encouraging research in some selected Basic Training institutions, by making provision for scholarships. Even though the Department of Public Instruction collected some educational statistics the data were not systematically studied to understand their implications.<sup>7</sup>

5. *The Deccan Chronicle*, October 31, 1964.

6. *The Deccan Chronicle*, May 30, 1968.

7. *Report of the Special Committee for Basic Education Andhra Pradesh*, Hyderabad Education Department, 1961, Pp. 55-56.

In Chapter XII a thorough discussion was made on the attitude of the Educational Officers towards research. They mentioned a number of difficulties that came in the way of their undertaking research. They contended that they were over-burdened with official routine work and they did not have the facilities of guidance and library.

The school teachers were asked whether they were doing any research. Some of them replied that some research work on correlated technique of teaching and student discipline was going on. They made a number of suggestions for conducting researches and experiments in the state.

TABLE 122  
SUGGESTIONS FOR CONDUCTING RESEARCH

Suggestions	Percent
1. A research society should be established with experienced and capable Basic teachers	86.52
2. The headmasters of Basic Schools should be asked to incorporate their experiences in the school annual report	74.35
3. A Basic education manual should be compiled	74.35
4. Establishment of a central library with rich literature	66.09
5. A state research centre should be established in a Basic Training College	65.65
6. An autonomous research centre should be established	60.87
7. Atleast one Basic trained graduate in each of the training institutions should be given all facilities to conduct research	60.43
8. Study circles of officers and teachers may be established to study problems of research	57.39
9. Staff of Basic Training institutions should take up some joint research projects	56.96
10. Efficient research scholars may be awarded scholarships not less than Rs. 200/- to conduct investigations into specified problems	55.22
11. A research wing should be established in the office of the Director of Public Instruction	52.61
12. A course in experimental and action research should be made a compulsory requirement in B Ed and M.Ed studies	49.56

A large number (81.25%) of Basic Training Schools favoured the establishment of a research society with experienced and capable basic teachers, functioning at a reputed Basic Training College. Seventy five percent of them also recommended that the Headmasters of Basic Schools should be requested to incorporate their experiences in an annual report to feed the research society with data. These two recommendations of the training institutions tally with the first two suggestions of the Basic schools arranged in their rank order in the above table. Publication of Basic education manuals also was a good idea as they would feed the schools with the results of the researches. Ofcourse a good library is a must for aiding research work.

#### Needed Research .

The list of needed research in the field of Basic education was compiled in two ways. The teachers, Teacher Educators and Educational Officers were asked to supply problems for research based on their field experiences and the same was compiled determining the priorities of areas according to the frequency of responses. Again another list of needed research was suggested by the investigator as emanating from the investigation itself. The lists of needed researches compiled by the National Institute of Basic education and other national conferences were not taken into consideration as the problems listed therein or not the direct outcome of this study.

TABLE 120  
NEEDED RESEARCH IN BASIC EDUCATION

Area	Basic Schools	Training Schools
1. Philosophy of Basic education (including objectives and goals)	75.00	25.00
2. Curriculum	84.50	37.50
3. Syllabus	94.40	43.75
4. Methods of teaching	89.50	56.25
5. Teaching aids	87.20	18.75
6. Text books	78.10	43.75
7. Educational administration	48.70	18.75
8. School organisation	59.70	18.75
9. Evaluation	69.90	37.50

From the above table it could be clearly found out that the weakest areas in Basic education which needed research were curriculum, syllabus, methods of teaching, teaching aids and text books. Both the Basic schools and the Training schools agree on the urgency

of conducting research in these areas, even though the Basic schools emphasised on the syllabus and the Learning Schools on the methods of teaching and text books.

The following area wise list of problems as suggested by the teachers, teacher educators and Educational Officers in response to the questionnaire :

#### I. Objectives :

- a) Lasting of the traits of a participative and discriminating citizen, who can play his role efficiently in the social democracy.
- b) Evolution of the working definition of the concept of 'Allround development of the personality of the child and man-body, mind and soul'.
- c) Working out details for the development of character and willingness to take responsibility for the individual and group projects.

#### II. Curriculum :

- a) An examination of the basic school curriculum in relation to the social and natural environment of the children, and feasibility of its realisation through the techniques of teaching within the reach of the school teachers.
- b) A critical evaluation of the basic school curriculum from the point of view of its utility in relation to the realisation of the accepted objectives of Basic education.
- c) An estimate of the basic school curriculum to find out to what extent it is useful for making Basic education the spear-head of silent social revolution, that is taking place in India consequent to the implementation of the Constitution and the Five Year Plans.

#### III. Syllabus :

- a) Preparation of new syllabuses in different school subjects suitable to the different regional peculiarities, taking into account the competencies of students in each class, dividing the same into suitable units indicating the period of time needed per unit and when this unit is to be taken for coverage, suggesting the expected outcomes and the tools required for each unit.

**IV. Methods of Teaching :**

Experimentation in the methods of teaching which can be easily put into operation with the help of books and tools usually available in the schools. Now a days there is a feeling that the methods of teaching taught in the training institutions are not practicable and it is necessary to examine the justification of this claim.

**V. Teaching Aids :**

An investigation into the various types of teaching aids needed in relation to the different subject syllabi and recommendation of the techniques of preparing the same by the teachers themselves to a great extent. This need is more felt in the fields of General Science and Social Studies, for making an easy understanding and practical application of knowledge by students.

**VI. Textbooks :**

An analytical survey of textbooks used at present in different subjects in different regions with a view to recommend content for the students and guidance for the teachers suggesting the use of dynamic and activity methods of teaching. The objective of this research should be the production of literature which will be within the comprehension of both teachers and students.

**VII. School Administration :**

A survey on how much responsibility is delegated to the student cabinets under the self-government programme functioning under the guidance of the teachers without resulting in indiscipline and the extent of success of these programmes.

**VIII. School Organisation :**

- a) A study of the organisation-line and staff in basic schools and role expectations and analysis of the Headmasters and Assistants.
- b) A study to estimate the extent of responsibility taken by H. Ms. & Assistants for making practical work successful in the basic schools.

**IX. Evaluation :**

- a) An examination of the present examination system in the basic schools. How far the short answer objective new type tests are useful for the basic schools ?

- b) Devising reliable and valid tests for measuring craft competencies
- c) Consideration of holding external annual examinations at 5th and 8th grade level, to check malpractices in evaluation by the school teachers themselves.
- d) Standardisation of scholastic achievement tests for the different regions in the country.

The following problems as revealed in the course of the present investigation are suggested for further research :

#### **X Development of Basic Education :**

1. Compilation of a comprehensive history of Basic education in Andhra Pradesh from 1937 to 1967

#### **XI. Administration of Basic Education :**

1. A study of the factors influencing the Government's policy to adopt Basic education as the universal pattern at the elementary stage
2. A comparative study of the enrolment of pupils in Basic and non-Basic Elementary Schools, wherever they were situated side by side in the same village or town, and listing of problems of enrolment in Basic schools, if any
3. A study of the special difficulties faced by the single teacher Basic Schools in implementing the principles of Basic education, and development of suitable techniques for eradicating the same.
4. An investigation into the factors responsible for less wastage and stagnation in Basic schools than in the traditional primary schools
5. A study to estimate the cost of a Model Basic school.
6. An investigation into the reasons for not upgrading a majority of the institutions as Senior Basic Schools
7. An evaluation of the programme to orient the traditional elementary schools into Basic pattern.
8. A study of the factors responsible for the failure of total conversion of traditional elementary schools into Basic pattern.

- 9 a) A study of the impact made by the following on the functioning of Basic schools in Andhra Pradesh
  - b) Democratic Decentralisation of Administration,
  - c) Re-organisation of the administrative set up during 1965.
  - d) Bifurcation of Administration of Higher Education and School Education
10. Development of an action programme for the improvement and holding power of Basic schools
11. Development of a scheme for the over all and intensive improvement of the Basic Training Schools in Andhra Pradesh
12. Development of blue prints of school buildings for constructing the same at a lower cost and suitable to the Basic school programmes, both in rural and urban settings

## **XII. School Organisation :**

1. A study to find out the effect of double shift system on the Basic school programmes' with a view to suggest suitable measures for minimising the adverse effects, if any
2. A comparative study of the class teacher system prevailing in Andhra and Rayalaseema and subject teacher system in Telangana, with a view to find out their effects on Basic schools at both the Junior and Senior levels.
3. Preparation of annual calender of working days, holidays and vacations for Basic schools and Basic Training Schools, through experimental methods, for maximum utilisation of the resources.

## **XIII. Teachers and their Conditions .**

1. A study of the professional and social problems of teachers trained in the Basic Training Institutions situated in urban areas, but working in rural areas and vice-versa.
2. A study to find out the relationship between higher salaries and teacher effectiveness in Basic Schools.
3. Development of an action programme for the Professional Organisation of Teachers for promoting professional growth among the Basic school teachers

**XIV. Curriculum and Text Books.**

1. A comparative study of the attitudes of the Basic and traditional school children towards life and work.
2. A comparative study of the study habits of the Basic and non-Basic school children
3. An evaluation of the seven year integrated elementary school curriculum in vogue with a view to find out how far it meets the objectives of Basic education and the needs of the community.
4. A comparative study of the seven year integrated elementary school curriculum and the Basic School curricula immediately preceding the same, in Andhra and Telangana regions.
5. A critical evaluation of the theory and practice of the curriculum of Basic Schools with a view to find out whether it is within the level of the pupils, and catering to the needs of the communities.
6. A critical examination of the Basic system of education and its curricula to find out whether they are suitable to the modern scientific and technological social order.
7. Development of a comprehensive correlated curriculum for Senior Basic Schools through experimental methods, for the realisation of the social goals, thorough suitable content and learning experiences.
8. An investigation to find out whether the use of the common text books for both Basic and traditional elementary schools is having any adverse effect on the Basic School programmes.
9. A study of the effects of nationalisation of text books on the instruction in Basic schools
10. Development of suitable literature from practical class room situations for helping different aspects of Basic schools work
11. An evaluation of the curriculum of the Basic Training School to find out its suitability to meet the requirements of Basic education



**XV. Methods and Techniques of Training :**

1. Devising suitable methods for the development of desirable attitudes in the Basic School population.
2. An investigation into the reasons for the failure of the correlated technique of teaching, with a view to strengthen this aspect in the Basic Teacher Education programmes.
3. An experiment to devise substitute methods without losing efficiency, in order to reduce the relative costliness of Basic education, including the aspect of craft work

**XVI. Craft Practices and Self Sufficiency :**

1. A comprehensive survey of the handicrafts of Andhra Pradesh with a view to determine their educational and economic potentialities
2. A status study of the position of craft work in the Basic Schools and the Basic Training Schools, in order to determine the deficiencies of the teachers, so that the Basic Teacher Education programme is strengthened accordingly.
3. Determination through experimental techniques of the right grade from which Basic craft should be taught from the points of view of the child, teacher, society, education and economy.
4. Determination of achievable targets of production in different crafts for different grades based on empirical studies.

**XVII. Impact and Popularity of Basic Education :**

1. A study of the impact Basic Schools and Basic Training Schools could make on the surrounding community.
2. An investigation into the causes for the slow progress and unpopularity of Basic education

**XVIII. Evaluation and Assessment :**

1. Development of suitable evaluation tools for different subjects in different grades in relation to the objectives of both Basic Schools and Basic Training Schools.
2. Development of criteria and tools for the Evaluation and inspection of Basic Schools by the Educational Officers

3. Development of the criteria and a check-list-sum-rating scale for the assessment of the Basic Schools and Basic Training Schools.

**XIX. Basic Teacher Education :**

1. Development of admission tests to the candidates for Basic Training, in order to select those who have aptitude for this line and can deliver the goods.
2. Preparation of an integrated Teacher Education Course to include the philosophies of Red Cross, Scouting, Health Education, Physical Education, Citizenship and National Integration.

**XX. Research :**

1. Development of extension techniques for orienting the teachers to tackle the class room problems, preferably through action research.
2. An investigation into the difficulties of the Teacher Educators and Educational Officers for taking up research.

**XXI. Education Commission and Basic Education :**

1. A comparison of the Basic system of education as accepted and practised by the Government of Andhra Pradesh with the recommendations of the Education Commission on the Elementary education.

**Conclusion :**

The above discussion clearly shows that there is an urgent need to conduct a number of investigations to enrich Basic pattern of elementary education and very little has been done so far. Such research need not be undertaken in well established research institutes alone. The teacher educators, teachers and educational officers can make an attempt to understand the problems and carry out simple investigations and make a valuable contribution to the educational literature and the effectiveness of educational practices in the country.



## CHAPTER XV

# SUMMARY

### Development of Basic Education

The Andhra and Rayalaseema regions were in the erstwhile composite State of Madras and the Telangana was in the erstwhile Hyderabad State. Basic education started in Madras state in the year 1937 with the rest of the nation, while things moved slowly in Hyderabad State where a beginning was made only in the year 1950. The progress of Basic education in Madras state got a set back during the war period of 1939-46 and regained momentum afterwards.

In the beginning the Madras State as well as the Hyderabad State adopted the curricula developed by the Hindustani Talimi Sangh, Sevagram, but gradually they framed their own programmes introducing amendments to suit the local conditions. The enrolment of students in the Basic schools appears to be quite satisfactory and their holding power was also high as seen from the figures maintained by the Department of Public Instruction.

The basic schools were started in the compact areas in the beginning. It was found from experience that this system did not work well. There was a general dissatisfaction about the school plant, equipment, raw material and craft implements. Even though the expenditure on Basic education was steadily increasing there was a feeling that the quality of education did not improve, especially because teachers of good calibre were not forthcoming. This was true especially in the Telangana region of the state where there was an acute problem of clearing the back-log of untrained teachers. In the Andhra and Rayalaseema areas the teachers who were not trained in Basic education were given re-training in the Basic training institutions and a Post-graduate Basic Training College was also started at Pentapadu to provide re-training in Basic education for the trained graduates. The main crafts provided were spinning weaving gardening and agriculture. The craft equipment was supplied to the Basic schools through the central crafts stores attached to ten Basic Training Schools in the Andhra and Rayalaseema areas.

Two Basic Education Officers were appointed to look after the administrative and academic work of the Basic schools and Training

Schools in the Andhra and Rayalaseema areas, while a Special Officer for Basic and Social Education used to look after this work in the Telangana area. A Basic education journal was published quarterly for some time from the Post-graduate Basic Training College at Pentapadu. The Government of Andhra Pradesh appointed a Special Committee for Basic education to recommend measures to improve the quality of this system of Education and the Government accepted many of its recommendations in 1961.

### Administrative Setup and Educational Policies

Educational policies were formulated by the State Governments in India as Education was in the State list of subjects in the constitution. The policies laid down from time to time were given in a consolidated form in the Education Code and the new State of Andhra Pradesh has to draw a common code after the re-organisation of States. The Director of Public Instruction was the Head of the Education Department in the State and he was supported by Deputy Directors and Assistant Directors at state level and District Educational Officers, Inspectors of Schools, at the district level, Deputy Inspectors of Schools at taluka level and extension Officers (Education) at the Samithi level.

There was a re-organisation of educational administration in Andhra Pradesh during the course of this investigation. The revenue district was made the unit of educational administration at district level instead of creating educational districts for areas having certain number of schools as before. Now the District Educational Officers were given all the powers previously exercised by the Regional Deputy Directors whose posts are now abolished. The Education Department was bifurcated into the Directorate of Higher Education and Directorate of Public Instruction. The schools were handed over to the Zilla Parishad and Panchayat Samithis and Deputy Secretaries (Education) and Extension Officer (Education) were provided by the Education Department to help the administration of these schools at both the levels respectively.

The transfer of schools to the Panchayat Raj institutions was not favoured by the teachers in general and this attitude stiffened due to large scale transfers and injustices in effecting promotions of teachers, in some Zilla Parishads and Panchayat Samithis. The teachers were overburdened with office work, for which they did not get any additional allowance. Papers moved slowly in the higher offices and pay bills especially the time barred bills were sanctioned

late Schools were not housed in good buildings. The teachers did not get good quarters to live. Village leaders interfere with the work of the school. The Government constituted the joint Staff Councils at the State, District and the Block levels wherein the employees' representatives could thrash out the problems and arrive at certain agreements. This machinery lead to the redressal of a number of grievances.

In the Andhra and Rayalaseema regions a number of single teachers' schools were converted into Basic pattern, unlike in Telangana. The majority of the schools were Plural Teacher Junior Basic Schools, and they were mostly under the management of the Panchayat Samithies. A majority of the schools functioning in Andhra and Rayalaseema regions were under private management. Schools were provided for special communities wherever there was need. A majority of the schools were situated in the rural areas and naturally a majority of the students came from rural areas. There was a small number of urban basic schools also.

Most of the schools were started as basic schools or New schools with 6 to 16 years of standing only were converted into Basic pattern. It appears that Basic schools were either started or converted on a large scale during the second Five Year Plan period. No basic school was started in villages with less than 500 population. More schools were started in villages with less than 5,000 population. More schools were found in the villages where 51 to 500 children of school going age are in a majority. The enrolment of boys was disproportionately higher than the enrolment of girls and it was more so at the Senior Basic stage. More of backward class children were studying in the Basic schools. The strength of the Basic schools fell steadily in class I to V and suddenly rose at the VI class and then it fell steadily again in classes VII and VIII. This phenomenon may be due to the inadequate provision of senior Basic schools.

The Education Department and the State Institute of Education appear to think that the pupil-teacher ratio at forty was an ideal position. Teachers should not be provided to schools on the basis of the strength of schools only, without reference to the number of classes and sections to be taught. The budget provided for the Basic schools was not sufficient. Wastage and stagnation were less in Basic schools than in the traditional primary schools. It increased from class to class and more in third class and very sharp in the case of girls. To make the free universal compulsory education successful the Government launched a number of schemes like mid-day meals

scholarships to children belonging to special communities, increase in the scales of pay of teachers to attract better talent to the profession. The retirement age of teachers was raised from 55 to 58 in order to keep the experienced teachers in service for longer time.

The reasons for the slow progress of compulsory primary education was stated to be chiefly the poverty of parents, resulting in the children taking up odd jobs. Besides this the dearth of trained hands and unwillingness of teachers especially women teachers to work in rural areas was also a hindrance to the progress of compulsory Basic education. The teachers were trying to establish personal contacts with parents, to organise Parent Teachers Association, and were also trying to make the school programmes more attractive so that the holding power of the schools is increased.

A majority of the schools remained as Junior Basic schools, even though it was agreed by all that this system should be made an eight-year integrated course. Basic pattern was not introduced in all the schools and in all the classes in the same school probably due to lack of public enthusiasm for this type of education. An attempt was made to orient all the traditional primary schools to Basic pattern by the end of Third Plan period according to a set plan suggested by the National Institute of Basic Education and the Ministry of Education, Government of India. This does not appear to be very successful. Even though a majority of the educational administrators were said to be lacking full knowledge about this system of education or unconvinced about it, they tried to implement it because the Congress Government wanted to promote this scheme sponsored by Mahatma Gandhi. Radical changes were suggested for improving the tone of educational administration and to make these changes effective, a thorough educational survey was thought to be necessary.

#### **The School Buildings and Land**

The school buildings were found to be inadequate and this situation was posing a big problem to the Government. The Zilla Parishads and Panchayat Samithies took up a number of development activities which were telling upon their financial position and so the school building programme had to be slowed down. In many places land was donated and money was contributed by people for construction of school buildings. Hence the number of schools housed in rented buildings was reduced considerably and schools run on village 'chavidis' almost disappeared during the past decade. The condition

of rural schools was bad as regards the building room space, flooring, and furniture. A majority of the schools had less than five rooms. Lack of public enthusiasm for education was found to be the reason for not getting suitable buildings constructed as stated unanimously by schools and inspectors.

Most of the schools were situated at the outskirts of the villages or near gardens away from the din of habitation. Very few co-educational schools provided separate sanitary facilities for girls. While compost latrines and urinals were recommended for use in Basic schools, they continue to use the traditional type of sanitary fittings. The extent of play ground and garden space available was not sufficient for the schools, as only a few schools possessed land not more than one acre on an average. The space available for class room teaching was satisfactory when compared to the space available for other Basic education activities. Accommodation for pursuing arts and crafts and organising library and reading room was very unsatisfactory. Hostel facilities for students were totally lacking, except in the case of a few students belonging to scheduled castes or tribes. Since a number of school buildings were originally constructed for residential purposes and the schools have been converted to the Basic pattern it was necessary to effect certain additions and alterations. In a number of cases the voluntary labour of the students and the teachers coupled with the voluntary contributions of the local community was responsible for effecting additions and alterations in school buildings. The Government should catch up with this mood of the community and exploit it to the full for acceleration of the building construction programme.

The Government should plan a crash programme for providing suitable and sufficient buildings to the schools and quarters for the teachers by floating public loans and tackle this problem on a war footing. The teachers could be granted house loans through accepted channels and the same could be recovered monthly through the pay bills. Or the Government could build quarters for them and a nominal rent could be charged. The L I C. can be approached for long term loan for the construction of teachers quarters, as the principal and the interest can be easily repaid with the reasonable rent charged from the tenant teachers.

### **School Organization**

The Government usually insisted on the fulfilment of certain minimum physical requirements for the recognition of a Basic school

Any Basic school with the time and to implement a minimum programme according to the new pattern. Clean and healthy living was an important aspect of Basic education and periodic medical check up of the students indicated the condition of their health. But it was found that very few schools only in Telangana, got this benefit. It is desirable that all the schools in all the three regions should be covered by the scheme of medical inspection.

Formerly the duration of the course of Basic education was for eight years. But since the Government of Andhra Pradesh decided to apply the same pattern of seven years integrated elementary education for Basic schools also, there was a reduction of one year. Many Basic schools reported that their students were tested before they were admitted into the higher classes in other traditional schools. Since Basic schools were established by law they should enjoy the same privileges applicable to primary schools and the certificates issued by the Basic schools should be honoured for purposes of admission of students into higher classes in other schools.

Except the yearly break up of the subject syllabi the schools did not prepare any comprehensive annual plan of activities. In a majority of the cases the Headmasters of Basic schools decided the school plans and the teachers, students and local community were consulted rarely. The single teacher schools suffered from a number of drawbacks in implementing the Basic education programmes and teachers handling multiple classes in one room schools should be given some special training in the pre-service and in-service programmes. Double Shift system was opposed by the teachers in the State and it did not help the implementation of the Basic education programmes successfully, as the teachers had to rush through the courses hurriedly due to fatigue and paucity of time.

In Andhra and Rayalaseema areas class teacher system was popular while in Telangana subject teacher system was followed. In all the regions class teacher system should be adopted, as it affords advantages in implementing certain principles of Basic education especially correlation between subjects and activities. Again in Andhra and Rayalaseema areas the morning session of the school started very early at 8 a.m. while in Telangana it started at 10 a.m. It is desirable to adopt the Andhra method of starting the school early and giving a longer after noon interval, especially in villages. More home assignments were given in Arithmetic and language and the students spent about three hours every day working on the same. It is desirable to give more assignments in arts and crafts rather than



in other school subjects, so that the hobbies of students could be developed at home' with suitable guidance from the school

Schools were not equipped with good libraries. There was some systematic organisation of collateral reading, either under the direct supervision of teachers or through monitorial system. Most of the students took picture albums and story books for their reading. The students were required to write essays, summaries and meanings of difficult terms as evidence of notes from the self-study of library books. Selection of the books for the school libraries was not made carefully depending on the needs of the children. The funds provided for the school libraries were very meagre.

The schools were functioning for 200 days till 1964, when by an order of the Government the number of school days was raised to 220, with 1,200 hours of instructional work. The schools were generally closed on festival days, when the Basic school students were required to learn through the actual celebrations of the same. The Government should make necessary arrangements to keep the teachers and students in the schools on days of national and religious importance to celebrate the same as part of educational programme by compensating the teachers with some extra casual leave.

#### **Teachers and their Condition**

The salaries of teachers working in the Basic schools ranged from Rs. 30 to 375 and the Government has been raising the pay scales and Dearness Allowance of teachers from time to time. Some teachers enjoyed special allowance in lieu of the additional duties performed, like Headmasters allowance, scout masters allowance, etc and they also enjoyed facilities like pension, provident fund, medical re-imbusement and free education to their children.

The teachers were recruited at the district level by the Zilla Parishads, District Education Officers or the managements concerned. Due to paucity of teachers for running the free universal elementary education scheme the Government raised the age of retirement of teachers working in certain scales of pay from 55 to 58 years and allowed re-employment of teachers in case qualified teachers were not available. On an average seven posts of teachers were sanctioned for each Basic School and most of the teachers in Andhra and Rayalaseema regions possessed VIII class pass certificate while in Telangana many of them were Matric pass teachers. There were many untrained teachers working Telangana Basic schools. Basic

trained teachers were often not posted to Basic schools in all the three regions due to administrative slackness. The Department of Education also stopped conducting the orientation courses for the teachers who were trained in the traditional way.

The teachers working in Basic schools acquired some additional training in Basic Crafts, Cultural activities, Scouting, Physical Education and Fine Arts, which were useful for Basic school work.

A few schools complained that the monthly salaries were not received in time due to delays in intermediary offices and the Educational Officers were doing everything promptly to restore normalcy in the matter. Some headmasters complained that their assistants were not cooperating with them in implementing the programmes of Basic education, as they lacked enthusiasm interest and favourable attitude to Basic education due to their feeling that Basic education was not suitable for the technological age.

In a majority of the schools the teachers maintained a number of records like the daily, monthly and annual plans, and those indicating the progress of the students. Teachers spent a good amount of time in practical work, community and cultural activities besides class room teaching. They spent on an average a total of seven hours per day working for the school during or after school hours;

Some eight teachers were reported to have written some books useful for the promotion of Basic education. The Government should tap the resources of such talented teachers and encourage the production of literature useful for Basic schools. The possibility of making more publications by the teachers could be increased, in case they take up small investigations into simple educational problems probably adopting the techniques of action research. But no teacher appears to have undertaken any research so far. Such work was possible if the teachers had a favourable attitude towards their profession and to Basic education itself. It was the responsibility of the Basic Training Institutions to develop such desirable attitudes in them. The teachers organizations also could create desirable attitudes in the teachers. There were three teachers organisations in the state at the time of this investigation. Out of them the State Teachers Union was very active in working for the academic growth of the teachers by organising a number of courses, workshops, seminars, symposia and conferences. This organisation also made a number of publications useful for Basic education. Formerly the erstwhile Government of Hyderabad did not allow the Basic Teachers Associa-

tion function in the state even though that organization was doing many useful things for the promotion of Basic education

### **Curricular and Co-curricular Practices**

There was a criticism that the curriculum of Basic schools was not developed on scientific lines, to realise the objectives of Basic education and the new social order envisaged by this system of education. It appears that there was some confusion in the understanding of the Philosophy of Basic education as the State did not make clear the social and educational objectives.

When Basic education was first introduced in the three regions of the state the syllabus evolved by the Hindustani Talimi Sangh, Sevagram has been followed and gradually certain changes were brought about to amend things which were not found to be convenient in practice. After the formation of Andhra Pradesh the seven year integrated elementary education syllabus was made applicable to all schools including those run on Basic pattern. The curricular areas consisted of

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|---------------------|------------------------|
| (1) Mother Tongue   | (2) Arithmetic         |
| (3) General Science | (4) Social Studies and |
| (5) Arts & Crafts.  |                        |

The medium of instruction was predominantly Telugu. Other languages like Hindi, Urdu, English, Kannada, Marathi, Tamil etc were made the medium wherever there was local demand. There was a demand from all schools for the prompt supply of syllabus printed in the regional languages. The average number of periods devoted to different subjects ranged from two to six per week. Apart from the curricular subjects a number of co-curricular activities were promoted in Basic schools during or out of school hours and some times the various steps of these activities were used for instructional purposes. Very few schools fix up physical and temporal targets of work, but a comprehensive syllabus division was made, spread over all the working days in the year.

The Basic schools generally did not welcome the seven-year integrated elementary school curriculum, while the educational officers praised the same. The syllabus was framed and prescribed by the State Department of Education and the class room teachers had no hand in this process. Committee of experts working in the colleges and Principals of Training schools usually prepared and approved

the various subject syllabi for prescription. The class-room teacher had some freedom in working out certain details during the course of instruction, without any prejudice to the general frame work, so long as he is able to finish the course in the stipulated period of time. In some cases the whole course was not finished by the teachers and often the Educational Officers advised them to take private classes to finish the same. But if the teachers were sincere and serious about their work the possibility of leaving out some portion of the course or taking extra classes would not arise. Finishing the course was not the end all. Most important thing was 'how it was done'. In many schools a lot of activities was found with which the items of knowledge under the different subjects were correlated.

The schools discounted the idea that the status of Basic education would rise in case English was made the medium of instruction, even though there was a bad craze for making English the medium of instruction, especially in Telangana, while Basic education stood for adopting the mother tongue of the child as the medium of instruction. On the other hand the new curriculum could not give effective suggestions for making the craft work and the environment of the child the media of instruction along with the language. Many Educational Officers suggested revolutionising and improving the craft work, as at present the correlated technique of teaching has failed. Teachers gave importance to activities without understanding how they could be exploited for educational purposes. While giving suggestions for making the curriculum more useful the schools felt that the items of syllabus should be selected to suit the level of children studying in the different grades and expert committees should be entrusted with evolving a workable and concrete syllabus giving equal weightage to both theory and practice, taking the experiences of class room teachers into consideration. They felt that the Basic school syllabus should have been made applicable to the traditional primary schools oriented to Basic pattern, instead of applying the elementary school syllabus to Basic schools also. Unfortunately it appears that the State viewed Basic education as a method of instruction and not as a system of education.

Just as separate syllabus was not available for the Basic schools separate text-books for students and guide books for teachers of Basic schools were also not available. A majority of the schools categorically stated that the textbooks used in traditional elementary schools were no good for Basic schools. The text-books prescribed for elementary schools were not usually related to the environment of the

child and the information was not suited to the correlated technique of teaching

The Government of Andhra Pradesh is working on a determined policy of nationalisation of school text-books and this process was completed with regard to the books in all the subjects at elementary school level. Certain criticisms were made against State ownership of book production but the Government has its own strong points in proceeding with its scheme.

### **The Methods and Techniques of Teaching**

Basic education brings a new method with its new philosophy. The majority of the Basic schools under study followed methods like field trips, projects, problems, group techniques and some of them also used the Audiovisual equipment like radio, sound film and film strip projector. Very few schools are reported to have used the correlated technique of teaching even though this method was specifically recommended for Basic schools. The Educational Officers reported a number of techniques the schools were using, as observed by them during their inspection visits. They are correlated techniques and other traditional class room techniques of teaching like text-book method, project method and Herbartian steps.

A number of difficulties were reported in following the correlated technique of teaching. Some teachers conferences have discussed how to draw the correlated lesson plans and schemes of lessons and recommended a number of proforma for the same. In a majority of Basic schools, an attempt was made to adopt the multilateral correlation technique and unilateral and collateal techniques were used. Craft work, nature study and cultural activities provided a number of situations for correlating the knowledge with the same. It is clearly seen that the schools were laying more emphasis on craft work to the utter neglect of the natural and social environment of the child, as centres of correlation. Some seventeen teachers have contributed to the literature on the correlated technique of teaching.

The Basic Training Schools denied a popular belief that the methods taught in the teacher education programme were not suitable to the practical situations in the schools. But very few basic schools reported that they were able to complete the syllabus when they followed the methods taught at the training institutions. A majority of the schools also stated that rigid time tables, daily routine, the rules and regulations of the schools and the higher offices were coming in the way of following dynamic methods of teaching for the realisa-

tion of the Basic school curriculum. Many schools were not equipped with qualified teachers, implements and raw materials for organising craftwork successfully. Besides the dearth of literature to give suitable guidance to the teachers in correlated technique of teaching.

The Headmasters of Basic schools suggested that Basic Training Schools should pay more attention to organising correlated teaching and the teachers should be given scientific knowledge about the crafts. The Basic school curriculum itself should throw enough suggestions to the school teachers for teaching according to this technique. There is enough scope for experimentation and research in this area in order to suggest new ways of organising teaching and learning based on the activities of the children.

### **The Craft Practices and Self Sufficiency**

The teachers of Basic schools believed that craft work was useful in giving vocational training, developing dignity of labour and making worthy use of leisure time on the part of students. The most important objective was the teaching of different school subjects through craft processes and this was relegated to fourth position, though it was admitted by the teachers as one of the significant objectives. The economic and psychological rationale behind the introduction of craft work in the school curriculum was also recognised by the teachers.

The criteria for the selection of Basic crafts differed between the Headmasters of Basic Training Schools and Basic Schools and the Educational Officers. The Basic Training School Headmasters recommended academic and pedagogic considerations like aptitude of students, possibility of teaching different subjects etc while the Educational Officers considered the administrative and organisational aspects like availability of implements, raw materials, facilities for repairs and accommodation for organising craft work, while the Headmasters of Basic Schools considered the feasibility points of view like selection of crafts liked by higher officers, liking of the students, availability of local resources for running the crafts, capacity of students to work the crafts & possibility of employing many pupils on the craft. The students selected the crafts depending on their aptitude and the ease with which they can do it, in case the choice is permitted. But in a majority of the cases the craft work provided by the school concerned had to be chosen compulsorily by the students.

The old Basic school curriculum provided for a variety of crafts like Spinning, Weaving, Gardening, Agriculture, Paper folding,

Card Board Modelling, Wood work, Metal work, Home craft etc. The craft work was started from the first grade onwards. But the seven-year integrated elementary education curriculum introduced from 1959-60 diluted the craft work and suggested the introduction of simple activities like Spinning, Gardening, Paper work, Clay modelling, Free hand drawing and preparation of picture albums.

But actually it was found that nearly twenty one crafts were being practised in the Basic schools taken for the sample survey. Spinning and Gardening took the first two places. This position was supported by a number of previous studies. The Government should encourage the Gardening and Agriculture crafts by providing enough land to the Basic schools as these crafts are of utmost educational value and needed to-day in view of the food situation in the country.

The seven year integrated elementary syllabus did not mention the period of time to be devoted for craft work in the schools. The schools actually devoted one period per day for the major crafts and one period every alternate day for the minor crafts. All teachers working in Basic schools were not found to be proficient in craft work. So, some schools took the help and assistance of the local crafts men. Maximum number of the schools were of the opinion that the craft work should be introduced from grade five onwards. But the number of schools which wanted the introduction of craft work from the third grade was also significant.

The craft equipment and raw material were supplied through the central craft stores attached to the Basic Training Schools in Andhra and Rayalaseema regions, while in the Telangana region the schools were made responsible to get the same with the help of the Block Development Officers or the District Educational Officers as the case may be. Many schools complained that the craft equipment supplied was either inadequate or the supplies were not made in time. A majority of the schools suggested that the supplies of craft material should be made by the Central Stores and Purchase Department through the Deputy Inspectors of Schools.

In many schools the teachers tried to repair the craft implements when they were out of order. In many other schools the local crafts men were entrusted with this work. But the teachers were not properly trained to repair the equipment and the Basic Training Schools should take note of this contingency, as primarily it should be the responsibility of the teacher to repair the equipment. The schools are facing many difficulties in disposing off the craft products, as they were unable to compete in the open market due to their poor quality.

So, the schools made a number of suggestions for the disposal of the craft produce like sale to students at nominal price, rebates in sales, sale to hostels etc. The Education Department is required to formulate a definite policy about the disposal of the craft products.

Though originally the idea of self-sufficiency in Basic education constituted the earning of the recurring expenditure of the whole schools aimed at getting back the money spent on raw material from the sale of the craft products. Incidentally they also aimed at self-sufficient school and local communities. The Department of Education laid down the rule that the children should be able to earn at the rate of rupees one to three per head from first to eight grades. The Educational Officers were of the opinion that self-sufficiency could be made successful if the teachers developed zeal, enthusiasm, activity, and interest in their work. Crafts like Spinning, Weaving, Gardening, Agriculture, Navar weaving and Tailoring earned incomes for the schools. Gardening, Agriculture and cotton craft earned the maximum incomes. The percentage of self-sufficiency was 37.60 in the Basic schools of Andhra Pradesh, if the earning of money spent on the raw material was taken as the measure. The per capita annual expenditure on raw material was taken as the measure. The per capita annual expenditure on raw material, money value of goods and the actual money realised were 14, 10 and 5 pies respectively.

Excess expenditure on the crafts was due to wastage of raw material, poor quality of implements and raw material and lack of interest and skill on the part of teachers and students, besides certain other administrative and financial difficulties. Income was always more than the expenditure incurred in the case of Gardening and Agriculture, provided the crop was guarded properly. A proper supply of implements and raw material and elimination of wastage are essential to earn more income from craft work.

The schools stated that craft work could not be successfully carried out due to the non-provision of physical facilities for the growth of this programme in the schools. Enough literature was not produced for the successful organisation of craft. While suggesting measures for improving the craft programme the schools stated that the quality of the products should be given more importance than the quantity, and the advice of experts should be made available to the schools. A variety of crafts should be introduced in the schools to enable the students to select from a wider choice. The teachers should be provided with frequent refresher courses and guide books for making the craft work successful.



### Community Life and Public Attitude

Basic education envisages the development of the community school for the growth of community life in the school, utilising the community resources in teaching, involving the outside community in the school improvement programmes and finally serving the surrounding community. The democratic and socialistic trends of Indian national life are expected to reflect in the school community life and its healthy relations with outside community. A majority of the Basic schools adopted the Panchayat Samithi pattern of school government, which is the new trend in the democratic decentralisation introduced recently in Andhra Pradesh. School activities are also conducted by nominated pupil leaders, students unions, school and class committees and school Government based on the practices of State Assembly or Central Parliament.

Ministers, members or committees were appointed to look after several departments of school life like crafts, general administration, educational and cultural activities, games and sports, food, finance, health, sanitation, discipline etc. But in actual practice the school plans were decided by the Headmaster in a majority of the schools, and the students committees were expected to function within the broad frame work provided by the school administration.

Some of the important community activities conducted by the school government were prayer, sanitation, celebrations of festivals, spinning, assembly discussions, games, and sports, excursions, school court, carnivals, exhibition, music, drama, social service, museum, dinners, etc. Organisation of the Mid-day meals was one of the most important community activities for which help was received from the United States of America CARE organisation, the State Government and community. A number of difficulties were faced by the school teachers in organising the mid-day meals programme. The teachers say that the children were not liking the American maize and ghee. No cook was provided for the preparation of the mid-day meals.

A significant number of schools stated that the organisation of the community programmes in the schools developed qualities like team spirit, discipline, work mindedness, leadership, cooperation, readiness to take orders, patriotism, care of property; comradeship, responsibility, initiative, reverence for God, intelligence, dignity of manual labour, patience, owning mistakes, desire to do social service, self reliance, frugality, tact, liking for village life, capacity to appre-

create other points of view etc. Many Basic and Training Schools and Educational Officers, believed that most of the community activities usually conducted in the residential Basic schools could be organised in the day Basic schools, in case proper planning and execution were shown and the duration of the school time was slightly extended.

A number of draw backs of the community were listed by the schools under the categories-economy, education, morals, religion, social behaviour and health. Out of the list the most significant items were the use of intoxicants, betting, caste and communal feeling, indifference to education, thieving, selfishness, jealousy, nepotism, lack of unity, power mongering, feuds, procrastination, irregularity, withdrawal of children from school, and prostitution.

The schools took various measures to combat these evils. The most frequently used technique was the organisation of meetings and lectures in connection with certain celebrations the school planned. Besides, the schools also provided to the local community some entertainment like the drama, music, magic lantern and film shows etc. through which the desired changes in the community were attempted. They provided hobbies for community members to utilise their leisure time. But the schools were not consciously and seriously planning to change the community.

To bring about the social change envisaged by Basic education and a new democratic and socialistic order, the school must necessarily function as a community centre. This point is being realised in recent times by the public and teachers organisations in Andhra Pradesh. The schools also developed intimate contacts with the parents of their students and in a number of schools the Parent-Teacher Associations were organised. The complaint was that these were mostly paper organisations and intensive work was yet to be done. According to the Educational Officers the ineffectiveness of the Parent-Teachers Associations was due to the negligence and disinterestedness of the teacher. But the blame should equally go to the parents also, as they were indifferent to the school activities. It must be admitted that there were certain difficulties for both the parties to make the P.T.A. activity successful.

A big number of 65 percent of the schools stated that the local communities did not like their programmes. Again a large number of 80 . 30 per cent of Basic schools, and 40 percent of Educational Officers stated that the public attitude to Basic education was in the negative. It was mostly ascribed to the lack of understanding

of the importance of Basic education by the local community and the absence of consideration for the dignity of labour. They had a feeling that the children were not being educated in Basic schools as in other schools. According to the Assessment Committee Communists and the University educated people were opposing Basic education for political and academic reasons respectively. The public gained a poor impression of Basic education due to ineffective implementation of this system of education and this fact was proved by a number of studies. Another view was that this system was being defeated by the Government machinery, which allegation was not voted by the schools and the Educational Officers. Good Basic schools and Basic Training Schools could not be demonstrated in actual practice. It was argued that even though people did not like Basic education it should be effectively administered as it was for the good of the people, just as the doctor administers the bitter pill for the good of the patient.

Some of the most important reasons for the lack of public patronage for Basic education were absence of propaganda literature, failure of public to understand the importance of Basic Education, lack of model Basic schools, leaders sending their children to non-Basic schools, teachers poverty of knowledge and conviction, failure to dovetail Basic education with higher education, discouragement of urban Basic crafts, relative costliness of the scheme, mechanical and ineffective organisation of Basic schools, non-conformity with the social objectives, administrative inefficiency, etc. The Educational Officers also stated that the attitude of the public towards Basic education was against, unsympathetic, disinterested, misunderstood, unfavourable, unsatisfactory, for they did not like craft and sanitation programmes and believed that Basic education was unfit for the modern scientific and technological age. The craft products of Basic schools did not have market value.

The present propaganda techniques adopted by the schools consisted of celebrations of festivals and some days of special significance, sports competitions, drama, song, Parent-Teacher Association, Gandhian constructive programme, formation of local education committees, exhibitions, etc. More propaganda was needed to popularise Basic education and it was also necessary to make the functioning of Basic schools more effective, as the efficient products of these institutions themselves would eventually constitute the instruments of propaganda for this new pattern of education. The schools suggested that some other measures should be taken by the Govern-

ment for this purpose, which included the involvement of legislators, the Directorate of Public Instruction, All India Radio, Information Department, Training Institutions, etc. They suggested that expert committees should visit schools and recommend measures for the adoption of scientific methods to raise the standards of Basic education and to make the school programmes more attractive. The current misunderstanding that the craft work and manual labour were over emphasised in Basic schools should be disproved by taking suitable steps both in the school and outside.

#### **Evaluation And School Records**

The fate of the students was decided on the basis of a single annual examination in the traditional schools. But in the Basic schools it was proposed to hold periodic tests and to maintain a number of records by the students and teachers for gathering enough evidence for assessing the progress made by students. As Basic education is life centred the evaluation also should centre round all the life activities of the Basic school students including craft work, citizenship, social and cultural life and the records maintained in connection with those activities. This will pave the way for the assessment of the physical, intellectual and social development of the educated.

But in a number of Basic schools the traditional type of examinations was still in vogue and schools gradually took up the new technique of evaluation. In many regions of the state the local officers conducted some kind of common examination for the terminal classes of the Primary and Middle schools. Basic schools enjoyed freedom to conduct assessment of their pupils in their own way. But since March 1966 the Government ordered for a common public examination for the VII class, the terminal class of the seven year integrated elementary education, and this applied to the Basic schools also.

The annual and public examination influenced the content and method of teaching as both the teachers and the pupils cared more for those things that pay most in the examination, and not for those which helped successful living. Poor results were obtained in the final examinations due to poor quality of teaching by less competent teachers, appointed through defective selection procedures; late supply of text-books, external pressures on teachers for promotion of undeserving students, deputation of teachers for doing things other than teaching and lack of interest on the part of the teacher.

The teachers seminars demanded common examinations at the end of V, VII and X classes, besides class tests conducted every month the results of which should be counted for the annual promotion of the students. The teachers demanded the lessening of work-load, lessening the burden of syllabus, and sympathetic supervision, for raising the percentage of passes in examinations. Usually the average of the marks obtained in the monthly and annual examinations, regularity of attendance, good conduct, students records and recorded observations were taken into consideration by the teachers for the annual promotion of students.

But only forty percent of the schools insisted on the students to maintain records and the remaining schools also should follow suit. Mostly daily plan, daily diary, monthly progress report, craft records, assembly proceedings and report of the cultural activities were maintained by the students. Since more than fifty per cent of the schools were not maintaining students records it is evident that evaluation could not be based on the records in a majority of the schools. In a large number of schools the annual, half-yearly and quarterly examinations were conducted and mostly the results of these examinations influenced the promotions of students. In the Junior Basic grades the class teachers and in the Senior Basic grades the subject teachers conducted the annual examinations.

According to the Educational Officers the schools did not assess the practical work properly. As the teachers were not preparing the students suitably for the final annual examinations at some places, the students used the 'Keys' (Bazaar notes) for passing the examinations easily. The inability of teachers to give individual attention to each student was due to large number of students in the class and giving more number of classes to the teacher. The Educational Officers recommended the holding of a common examination at the Panchayat Samithi level or the constitution of a Board of Basic School Examinations. At any rate unless better teachers are selected for Basic schools it is not possible to raise the standards of education and the percentage of passes in the public examinations.

#### **Guidance And Supervision By Educational Officers**

Hitherto the role of an Inspector had been that of fault finding in actual practice. But it is being gradually realised that he should act as the friend, guide and philosopher of the teacher. Even then still some Educational Officers continue the traditional behaviour and this must change quickly.

The Director of Public Instruction controls the appointments, promotions, increments, transfers etc. of the Educational Officers. The Deputy Secretaries (Education) and the Extension Officers (Education) at Zilla Parishad and Panchayat Samithi levels are Educational Officers whose services are lent to the Panchayat Raj Department. The District Educational Officer is in over all control of the educational activities in the revenue districts. Most of the Deputy Inspectors of Schools or Educational Extension Officers who inspect the elementary schools were trained in Secondary Teacher Education Institutions and there was a need to orient all of them towards the Philosophy, Administration and techniques of Elementary and Basic education. About 60 per cent of them underwent a short term orientation course in Basic education.

Almost all the Educational Officers are trained graduates. There are very few under-graduate and Post-graduate trained personnel working as Educational Officers. They did not get any special training in the philosophy and techniques of school inspection. They are required to pass a Departmental Test meant for Deputy Inspectors of schools. About fifty per cent of the Educational Officers tried their luck first in various other departments before they entered the education department. Almost all of them possessed some teaching experience in a Secondary or Training School.

A majority of the educational officers concerned with Basic schools paid three visits in a year and one annual inspection visit with due prior notice to schools. The Deputy Inspector of Schools or the Extension Officer (Education) is the technical officer who visited the Basic schools most frequently for purposes of regular inspection and to tender advice on technical aspects of the school work. The other officers from Minister down to the village panchayat president visited the school occasionally for different purposes and mostly when invited to attend special functions that take place in the schools.

The Educational Extension Officer, functioning under the Panchayat Samithis, is both the administrator and the Inspector of the Elementary and Basic Schools under Samithi jurisdiction till recently. Now he is only an administrator. In case school boards are created, as suggested elsewhere the Government can appoint its own Inspectors to assess the school work periodically. For the present most of the Inspectors are doing clerical work which does not pertain to the school improvement. In the case of some inspectors the number of schools given was more than forty or fifty. Such increase of work will not allow them to spend atleast one full day for each school,

allowing the Inspector to look to all aspects of inspection and to solve problems the school is facing. The Inspector is expected to devote enough-time to examine the school as a whole, the students, the teachers and organisers during his visits to the schools.

A majority of the educational officers considered the quality and quantity of craft work as an important criterion for judging the efficiency of a Basic school. Some of them said that educational standards maintained by the school mattered much. A few of them considered its rural background, efficient staff, finances, facilities and good curriculum, as the criteria for judging the efficiency of a Basic school. Following the above thinking all the educational officers did not miss to inspect the craft work in the Basic schools. Then a great number of them cared to inspect the methods of teaching-especially the correlated technique of teaching-followed by the teachers. A good number of the educational officers saw the community and cultural programmes and record of the teachers and the pupils. Only a few of them examined the physical facilities, availability of craft implements and supply of raw material.

In order to cover all aspects of school work during inspection many of the educational officers used a proforma or a questionnaire or checked up the progress of the school against the requirements laid down in the syllabus. As craft work was considered to be important, besides checking the concerned records they asked the teachers to organise a craft class and some of them actually participated in it along with the students. In some cases the educational officers also asked the Headmasters to display the craft products of the students. While a majority of the Educational Officers did not take any outside help in inspection, some of them relied on the opinions of the local Education Committees, Parent-Teacher Associations, Villagers Unions, Youth leagues, Attendance Committees and local village level officers of different Departments. Many of the Educational Officers did not teach any demonstration lessons. But in the central classes some teachers gave demonstration lessons under the guidance of the inspecting Officers. The discussions in the centre classes could be made more practical and useful for the improvement of schools. It is necessary to equip the central schools with better staff and good libraries, as they take the leadership in organising the centres' academic activities.

A good number of the Educational Officers expressed that they were not interested or enthusiastic about Basic education. A

few of them were interested in encouraging this system, but they were facing a multiplicity of problems.

Practically no Educational Officer conducted any research, as they complained lack of time, equipment and guidance.

The over all index of the success of the educational officers in relation to different aspects of Basic school work was 40 percent. They were successful in getting payments of teachers' salaries in time and also succeeded in supplying qualified teachers to schools. But they could not help much in successfully organising craft work and correlated teaching, preparation of annual plans by schools, in making teachers to undertake simple research and to popularise Basic education. So there is a great need to streamline the inspectorate to make greater impact on the Basic Elementary Schools.

### **Basic Teacher Education**

Elementary Teacher Education in Andhra Pradesh had to meet the demands of the quantitative expansion of elementary education under the compulsory education scheme. At the same time the quality of teaching was to be maintained. Out of 123 of such institutions 89 are of the Basic pattern. These Training institutions are also charged with the responsibility of retraining the teachers who got the traditional training previously.

A majority of the Basic Training Schools were situated in urban areas, against the accepted philosophy of Basic education to train teachers in rural setting. The physical facilities provided to these institutions were far from satisfactory. They do not have enough land for practising Agriculture or Gardening as Basic crafts. In a majority of the institutions good libraries are not established. In only less than fifty per cent of the institutions good hostel accommodation was provided for the students, even though community life is a compulsory aspect of their training. Sufficient accommodation was also not available for reading rooms, exhibitions, museum fine arts etc. Men between the age range 15 to 35 and women 17 to 20 are selected or deputed for Basic Training. The student-teachers deputed from among teachers by the District Educational Officers get their salaries and those freshly selected by the committees get a stipend of Rs. 35/- p.m.

The syllabus of the Basic Training programme in Andhra Pradesh drew its inspiration primarily from the Revised Syllabus for the Training of Teachers of the Hindustani Talimi Sangh, Sevagram



the syllabi which were in force in Madras and Hyderabad states before reorganisation

The training of Middle School graduates was abolished during 1956-57, but later on it was revived due to paucity of teachers. But it should be discontinued in the interest of keeping the educational standards high

The syllabus provides for a main and a subsidiary craft and usually Cotton Craft and Agriculture/Gardening were taken up. The organisation of cultural activities is expected to link the training school with the community around.

The duration of the course for middle passed and fresh matriculate candidates is two years and, while it is one year for matriculate teachers in service. The programme of teacher education consists of practical work in the practising school, Health and Hygiene, Community Training, Cultural and Craft activities. The practical course is expected to be organised in a series of projects. The theory subjects studied consist of Psychology and Child Study, Principles of Basic education and School Administration, and Methods of teaching. Lecture method and dictation of notes were forbidden by the curriculum and the syllabus topics were expected to be discussed in the class while the students were expected to record the same. They were also to study books in the library

At graduate level there is no systematic course of study in Basic education. In the three universities in the state Basic education is one of the optional subjects in the B. Ed. course which is meant to train teachers for secondary schools. The Post-Graduate Basic Training College at Pentapadu and the Basic Training College at Bhiknoor used to give retraining in Basic education for three months to the trained graduates. But these centres are out of the map now. It is necessary to start some Basic Training Colleges affiliated to the Universities to train fresh graduates in the philosophy and practice of Basic education, at all stages of education. Basic training programme should be made balanced and all-around by integrating with the theory of teacher education the philosophies and practices of Scouting, Citizenship, Red Cross, Community Development, Co-operation, Health Education, Family Planning and National Integration. The curriculum of Teacher Education should also include the role of professional organisations of teachers.

The student teachers are disinterested in the Teacher Education programmes as they had a feeling that they will not be encour-

raged to implement in schools the methods learnt by them at the training institutions. The value of Basic education was lessened as it was limited to the primary stage and it was not dovetailed with higher education. The Basic Training Schools did not prove much different from normal school, due to certain defects in planning and execution. The mechanical aspect of the craft work was much emphasised.

Many teacher educators stated that the curriculum in vogue would not bring about the silent social revolution to establish the social order envisaged by Basic education. More than ninety per cent of the Basic Training Institutions demanded that the teacher educators should be represented on the syllabus committees, so that an effective and practical curriculum can be evolved. There is a dearth of literature in Basic Teacher Education and the Government had done very little to produce the required literature. It is not enough if the students depend on merely the notes of discussions in the class.

More than eight percent of the schools laid emphasis on utilising the craft work only for purposes of correlation to the utter neglect of the situations in physical and social environment. A majority of the institutions appear to be emphasising dignity of labour as the objective of craft programmes and its educational value occupied only a secondary position. More than eighty per cent of the institutions said that the Education Department decided what should be the Basic crafts (Cotton and Agricultural) and practically no choice was left to them. In a majority of the institutions craft implements were repaired by the local craftsmen, while only a few of them attempted to get the same repaired by the student teachers themselves. Craft programme could not be made successful due to dearth of teachers properly trained in craft work, defective implements, lack of accommodation for craft work, and difficulties in the disposal of craft products. The Education Department should make suitable arrangements for the proper and quick disposal of the cotton and other craft products piling up in the training institutions. The student-teachers are expected to earn Rs. 2. to Rs. 4. per month though a majority of the institutions aimed at getting back the money spent on raw materials only.

Basic Training Institutions are expected to function as miniature democratic republics. Yet about ninety per cent of them stated that mostly outline of their plans was decided by the Director of Public Instruction and the details were worked out by the

Headmasters. In a very few schools the staff and students were involved in planning the programmes. In a majority of the institutions the Headmasters appointed the school pupil leaders, while in a number of institutions the school government was patterned after the state government and the legislative assembly. In these institutions ministers were appointed by the student body to carry out the routine organisation of community work. The school community Government organised a number of activities which developed certain desirable qualities in the student-teachers, like readiness to take orders, discipline, team spirit, leadership, tact, comradeship, co-operation, patriotism, patience, initiative, responsibility, owning mistakes, work-mindedness, self-reliance, dignity of manual labour, desire for social service, care of property, appreciation of other points of view etc. But liking for rural life came very last in the list, though it is very important both for the progress of Basic education and the country as well. The training institutions are trying to popularise Basic education. Through organising certain community activities and social service programmes, the Basic Training Schools have a well planned daily routine for organising various activities, from 5 A. M. to about 9 P. M.

Even though about fifty percent of the Basic Training Schools were equipped with good libraries, very few schools attempted systematic organisation of supervised collateral reading.

While in more than eighty percent of the institutions specialist craft teachers were appointed, specialists in Agriculture, Hygiene and nutrition and Fine Arts were not provided. A few Headmasters of Basic Training Schools stated that they were not getting enough co-operation from the assistants as they lacked enthusiasm for Basic education programmes due to the feeling that this system of education is not suitable to the modern scientific and technological age.

Some teacher educators did not like to work in some of the Basic Training Schools as they were situated in remote rural areas, where there were no medical and higher educational facilities for their children. The staff of these institutions worked for about 8 hours daily. There are some complaints against some training institutions, including the Post-Graduate Basic Training College at Pentalpattu, to the effect that the atmosphere there was undemocratic, buildings were unsuitable, food was not tasty, the daily routine was exacting, and very strenuous work including scrubbing utensils and scavenging was extracted from the trainees. So, the trainees felt that deputation to Basic training was a sort of punishment.

Practically no research work is going on in the Basic Training Institutions. They are expected to do some work extension for the improvement of surrounding Basic schools. Very recently primary extension services centres were started in three institutions, under the guidance of the Department of Basic Education of the National Institute of Education, Delhi.

The vacations observed by the training institutions were not suitable for the agricultural work and the community and cultural activities organised by these institutions. The teacher educators and the student teachers should stay in the training institutions throughout the year in the interests of the agricultural work and observance of national and religious festivals which are of Cultural and educational significance. They can avail of special leave for a prescribed period according to their individual needs. The Headmaster of the institution should be given the discretion to declare vacations, if necessary, suitable to his institution, instead of applying the general pattern of vacations to these institutions also.

Out of about a dozen records maintained by the teacher educators the monthly reports occupied the first position and the record of students aptitudes and attitudes came last, as judged from the frequency of the institutions maintaining these records. Out of the records maintained by the student teachers the notes on the social and cultural activities was mentioned by a majority of the institutions and very few of them encouraged the daily diary indicating the day to day progress of student-teacher. All the student-teachers maintained the records concerning the practice, teaching and craft work. Most of the institutions conducted the quarterly, half-yearly and annual examinations and very few of them conducted the monthly tests. The periodical assessment of all the theory and practical programmes were recorded in the Basic Teachers Certificate Book maintained for each student teacher.

## RESEARCH

Researches were undertaken by the State Institute of Education functioning under the Education Department and a voluntary organisation called the Educational Research Society, Y. M. C. A. Hyderabad. A number of researches were conducted by the post-graduate students of the College of Education, Osmania University towards partial fulfilment of the requirements of M.Ed, degree course. The Education Department made a grant of Rs. 1000/- to each training college in the state for meeting the expenditure

on researches of individual staff members. Apart from this no educational research was conducted in the state.

Various suggestions were made for effectively organising research in Basic education, like the establishment of an independent research society of expert teachers capable of undertaking research giving facilities to the Basic training institutions for doing research, offering scholarships for young men interested in research and attaching them to Basic Training Colleges, organisation of a research wing in the office of the Director of Public Instruction, establishment of a central library with good books useful for research and introduction of a research course in B.Ed. and M.Ed. degree programmes.

All the above were useful suggestions. But the establishment of the State Institute of Education has met all the above types of demands and in view of the recent recommendation of the Education Commission this institution may become an autonomous State Board of Educational Research.

Now the problem is to encourage the Basic Training Institutions, the teachers of Basic schools and the Educational Officers to undertake simple research. They complain of paucity of time and lack of facilities of guidance and library. The State Institutes of Education should devise some action research programme involving each category of officers mentioned above.

The teachers, teacher-educators and the Educational Officers stated that curriculum, syllabus, methods of teaching, teaching aids and text books were the areas in which research in Basic education should receive first priority. They also suggested some details under each category which needed intensive investigation.

During the course of this investigation a number of problems worth investigating have been located and they were listed carefully, so that the future researchers may take them up for further investigations.

#### **Needed Research**

The following area-wise list of problems was suggested by the teachers, teacher educators and Educational Officers in response to the questionnaire:

#### **Objectives :-**

1. Listing of the traits of a participating and discriminating citizen' who can play his role efficiently in the social democracy.

2. Evolution of the Working definition of the concept of 'Around development of the personality of the child and man-body, mind and soul'.
3. Working out details for the development of character and willingness to take responsibility for the individual and group projects.

## II. Curriculum.-

4. An examination of the basic school curriculum in relation to the social and natural environment of the children, and feasibility of its realization through the techniques of teaching within the reach of the school teachers.
5. A critical evaluation of basic school curriculum from the point of view of its utility in relation to the realisation of the accepted objectives of Basic education.
6. An estimate of the basic school curriculum to find out to what extent it is useful for making Basic education the spearhead of silent social revolution that is taking place in India consequent to the implementation of the Constitution and the Five Year Plans

## III. Syllabus :

7. Preparation of new syllabuses in different school subjects suitable to the different regional peculiarities, taking into account the competencies of students in each class, dividing the same into suitable units indicating the period of time needed per unit and when this unit is to be taken for coverage, suggesting the expected outcomes and the tools required for each unit.

## IV. Methods of Teaching :

8. Experimentation in the methods of teaching which can be easily put into operation with the help of books and tools usually available in the schools. Now a days there is a feeling that the methods of teaching taught in the Training institutions are not practicable and it is necessary to examine the justification of this claim.

## V. Teaching Aids:

9. An investigation into the various types of teaching aids needed in relation to the different subject syllabi and

recommndation of the techniques of preparing the same by the teachers themselves to a great extent. This need is more felt in the fields of General Science and Social Studies, for making an easy understanding and practical application of knowledge by students.

#### VI. Text-books.

- 10 An analytical survey of text-books used at present in different subjects in different regions with a view to recommend content for the students and guidance for the teachers suggesting the use of dynamic and activity methods of teaching. The objective of this research should be the production of literature which will be within the comprehension of both teachers and students.

#### VII. School Administration.

- 11 A survey on how much responsibility is delegated to the student cabinets under the self-government programme functioning under the guidance of the teachers without resulting in indiscipline and the extent of success of these programmes.

#### VIII. School Organisation.

12. A study of the organisation-line and staff in basic schools and role expectations and analysis of the Headmasters and Assistants.
13. A study to estimate the extent of responsibility taken by H Ms & Assistants for making practical work successful in the basic schools

#### IX. Evaluation.

- 14 An examination of the present examination system in the basic schools. How far the short answer objective new type tests are useful for the basic schools.?
15. Devising reliable and valid tests for measuring craft competencies.
16. Consideration of holding external annual examinations at 5th and 8th grade levels, to check malpractices in evaluation by the school teachers themselves.
- 17 Standardisation of scholastic achievement tests for the different regions in the state.

The following problems, as revealed in the course of the present investigation, are suggested for further research :

**X. Development of Basic Education :**

18. Compilation of a comprehensive history of Basic education in Andhra Pradesh from 1937 to 1967.

**XI. Administration of Basic Education ;**

19. A study of the factors influencing the Government's policy to adopt Basic education as the universal pattern at the elementary stage.
20. A comparative study of the enrolment of pupils into Basic and non-Basic Elementary Schools, wherever they were situated side by side in the same village or town, and listing of problems of enrolment in Basic schools, if any.
21. A study of the special difficulties faced by the single teacher Basic schools in implementing the Principles of Basic education, and development of suitable techniques for eradicating the same.
22. An investigation into the factors responsible for less wastage and stagnation in Basic schools than in the traditional primary schools.
23. A study to estimate the cost of a model Basic school,
24. An investigation into the reasons for not upgrading a majority of the institutions as Senior Basic Schools.
25. A study of the factors responsible for the failure of total conversion of traditional elementary schools into Basic pattern.
26. A study of the impact made by the following on the functioning of Basic schools in the state :
  - a) Democratic Decentralisation of Administration,
  - b) Re-organisation of the administrative set up during 1965.
  - c) Bifurcation of Administration of Higher Education from School Education.
27. Development of an action programme for the improvement and holding power of Basic schools.



28. Development of a scheme for the over all and intensive improvement of the Basic Training Schools in Andhra Pradesh
29. Development of blue prints of school buildings for constructing the same at a lower cost and suitable to the Basic school programmes, both in rural and urban settings.

#### XII School Organisation:

30. A study to find out the effect of double shift system on the Basic school programmes, with a view to suggest suitable measures for minimising the adverse effect, if any.
31. A comparative study of the class teacher system prevailing in Andhra and Rayalaseema and subject teacher system in Telangana, with a view to find out their effects on Basic schools at both the Junior and Senior levels.
32. Preparation of annual calender of working days, holidays and vacations for Basic schools and Basic Training Schools, through experimental methods, for maximum utilisation of the resources.

#### XIII. Teacher and their condition .

33. A study of the professional and social problems of teachers trained in the Basic Training Institutions situated in urban areas, but working in rural areas and vice versa.
34. A study to find out the relationship between higher salaries and teacher effectiveness in Basic schools
35. Development of an action programme for the professional organisations of Teachers for promoting professional growth among the Basic school teachers

#### XIV. Curriculum and Text Books .

36. A comparative study of the attitudes of the Basic and traditional school children towards life and work.
37. A comparative study of the study habits of the Basic and non-Basic school children.
38. An evaluation of the seven year integrated elementary school curriculum in vogue with a view to find out how

far it meets the objectives of Basic education and the needs of the community

39. A comparative study of the seven year integrated elementary school curriculum and the Basic school curricula immediately proceedings the same, in Andhra and Telangana regions.
40. A critical evaluation of the theory and practice of the curriculum of Basic schools with a view to find out whether it is within the level of the pupils, and catering to the needs of the local communities.
41. A critical examination of the Basic system of education and its curricula to find out whether they are suitable to the modern scientific and technological social order.
42. Development of a comprehensive correlated curriculum for Senior Basic Schools through experimental methods, for the realisation of the social goals, through suitable content and learning experiences.
43. An investigation to find out whether the use of the common text books for both Basic and traditional elementary schools is having any adverse effect on the Basic school programmes.
44. A study of the effects of nationalisation of text books on the instruction in Basic schools.
45. Development of suitable literature from practical class room situations for helping different aspects of Basic schools work.
46. An evaluation of the curriculum of the Basic Training School to find out its suitability to meet the requirements of Basic education.

#### XV. Methods and Techniques of Teaching:

47. Devising suitable methods for the development of desirable attitudes in the Basic school population.
48. An investigation into the reasons for the correlated technique of teaching, with a view to strengthen this aspect in the Basic Teacher Education programmes.

49. An experiment to devise substitute methods without losing efficiency, in order to reduce the relative costliness of Basic education, including the aspect of craft work

#### XVI. Craft Practices and Self Sufficiency :

50. A comprehensive survey of the handicrafts of Andhra Pradesh with a view to determine their educational and economic potentialities.
51. A status study of the position of craft work in the Basic schools and the Basic Training Schools, in order to determine the deficiencies of the teachers, so that the Basic Teacher Education programme is strengthened accordingly.
52. Determination of achievable targets of production in different crafts for different grades based on empirical studies.

#### XVII. IMPACT AND POPULARITY OF BASIC EDUCATION

53. A study of the impact Basic schools and Basic Training Schools could make on the surrounding community
54. An investigation into the causes for the slow progress and unpopularity of Basic education.

#### XVIII. EVALUATION AND ASSESSMENT

55. Development of suitable evaluation tools for different subjects in different grades in relation to the objectives of both Basic schools and Basic Training Schools.
56. Development of criteria and tools for the evaluation and inspection of Basic schools by the Educational Officers.
57. Development of the criteria and a check-list-cumrating scale for the assessment of the Basic schools and Basic Training Schools in Andhra Pradesh.

#### XIX. BASIC TEACHER EDUCATION

58. Development of admission tests to the candidates for Basic Training, in order to select those who have aptitude for this line and can deliver the goods.

59. Preparation of an intergrated Teacher Education course to include the philosophies of Red Cross, Scouting, Health Education, Physical Education, Citizenship and National Integration.

## XX. RESEARCH

60. Development of extension techniques for orienting the teachers to tackle the class room problems, preferably through action research
61. An investigation into the difficulties of the Teacher Educators and Educational Officers for taking up research.

## XXI. EDUCATION COMMISSION AND BASIC EDUCATION

62. A comparison of the Basic system of education as accepted and practised by the Government of Andhra Pradesh with the recommendations of the Education Commission on the Elementary education.

This investigation into the practice of Basic education in the State of Andhra Pradesh is partly based on the facts already existing as revealed by the past researches and various departmental and other documents mentioned under the sources listed in the first chapter and the bibliography, and partly on the new facts collected through the questionnaires, interviews and on the spot studies.

An attempt has been made to show new relationships between the existing facts and the new facts discovered. Since such a state-wide investigation has not been made so far by any agency, this research attempted to make an original contribution to throw light on the practices of Basic education, with special reference to the state of Andhra Pradesh.

The findings of this investigation will be an addition to the knowledge of the principles of Basic education in actual practice and will further facilitate the Administrators, Supervisors, Curriculum makers, Headmasters and Teachers, connected with the implementation of Basic education, to administer this system with greater ease and firmness. This is possible as this investigation revealed not only bright aspects but also the drawbacks in the practice of the various aspects of Basic education.

The various practices of Basic education were expected to be investigated in this project, as per the objectives listed in the first

chapter Accordingly the practices were divided into the Administrative, Organisational, Curricular, Evaluation, Supervision, Training and Research aspects and all the problems raised have been thoroughly investigated into and discussed in the relative chapters in the report. Some of the important findings and recommendations are listed in the concluding chapter that follows.



## CHAPTER XVII

# Summary of Principal Conclusions and Recommendations

### I. Introduction

The following is the summary of conclusions and recommendations based on the study of the practice of Basic education in the State of Andhra Pradesh. Data were collected from two hundred and thirty Basic Schools, eighty nine Educational Officers, Sixteen Basic Training Schools and a number of other documents, to arrive at the conclusions.

### 11. HISTORY

1. The Basic system of education was introduced in the Andhra and Rayalaseema regions in 1937, and in the Telangana region in 1952. Its progress varied from region to region. Its history has taken a different turn in the year 1966 with the completion of the introduction of the seven year integrated elementary education

So, the Government of Andhra Pradesh may sanction a project to write a comprehensive history of Basic education in the state.

### 111. ADMINISTRATION

2. The Basic schools were transferred to the Panchayat Raj institutions and the school teachers did not like this transfer, due to their deteriorating conditions under the new administration.

The Government may reconsider this decision and establish separate school boards for the administration of education in the various districts.

3. Single teacher schools are not connected to Basic pattern in Telangana region, like in Andhra and Rayalaseema regions.

In the interest of spreading Basic education to all the elementary schools of any variety in the state, Telangana should discard

its policy of not converting the single teacher schools into Basic pattern.

4. Most of the Basic schools were opened in the rural areas with crafts more applicable to village life. Since considerable number of Basic schools were not started in the urban areas both the rural and the urban populations misunderstood and viewed Basic education with suspicion.

In order to clear this misunderstanding the Government may start more Basic schools in urban areas with crafts useful to urban population.

5. The enrolment of girls was very disproportionate to that of boys, especially at the Senior Basic stage.

The Government may launch some special schemes to encourage girls education to make the universal enrolment of girls in these schools.

6 It is found that more children belonging to the scheduled castes and tribes and backward classes were studying in the Basic schools.

The Government may make an effort to encourage parents belonging to other communities to send their children to Basic schools.

7. About eight percent of elementary schools in the state have been converted into Basic pattern for the last thirty years or so. Even these eight per cent of the Basic schools are found, to be ill equipped

The Government may earmark more funds for the conversion of more elementary schools into Basic pattern and for the consolidation of the existing Basic schools.

8. The wastage and stagnation are found to be less in Basic schools than in elementary schools.

The Education Department may maintain this position and try to find out the factors responsible for the greater holding power of the Basic schools in order to extend the same to traditional elementary schools also.

9. It is found that the schools are facing a number of difficulties to make the universal, free and compulsory education scheme successful.

The Government may consider increasing the funds for providing mid-day meals, school uniforms, scholarships, educational equipment etc.

10. It is difficult for the Basic school to meet all their requirements from the funds allotted by the Government.

The Education Department should provide leadership to the Basic school teachers to launch a movement to involve the local communities in the noble task of improving the Basic schools

11. From the Gazette of Andhra Pradesh dated 2. 6. 1960, where in the seven year integrated elementary education scheme was notified, it appears as though the Government viewed the system of Basic education as one of the methods of teaching.

This idea may be corrected and a systematic approach may be made to enable every teacher in the state to understand its philosophy and methodology.

12. The Government did not formulate any definite objectives of education according to desired social philosophy and this is leading to confusion among the educational practitioners.

The Education Department should clearly lay down the educational objectives and the picture of the social order for which the relative pattern of education is being worked out. The same may be got approved by a representative conference of leaders of social and educational thought in the state. Such a step would eliminate the confusion with regard to certain practices Basic education.

13. Some teachers did not cooperate with their headmasters due to the feeling that this system of education was not suitable to the modern technological social order.

The Education Department may weed out such teachers who do not have a conviction in this system of education and send them to the traditional type of schools, instead of keeping them in the Basic institutions.

14. The Elementary teacher educators, being in the same cadre of secondary school teachers and Inspecting Officers are being transferred to the other lines frequently.

The new recruit to the Education Department may be given varied experience of teaching in a secondary school, training school and inspection of elementary schools in the first two years of probation. After that the line of each employee should be decided by allowing him to opt for one of the jobs mentioned above. This



will lead to greater concentration on a particular job and will result in useful specialization.

15 The percentage of women teachers working in Basic schools is very low.

It is desirable to keep the elementary education in the hands of women teachers and hence the Government may give preference to the qualified women candidates in its policy to recruit teachers.

16. The Elementary and Basic Schools are facing a big problem due to dearth of trained teachers.

The Government may conduct a district-wise survey of the requirements of teaching personnel and increase the strength in the existing training institutions wherever necessary and start new ones according to needs of each district. When teachers already in service are sent for training they should be sent on deputation with full pay and allowances.

17. The agriculture and gardening crafts were found to be more popular in the Basic schools.

Adequate provision may be made for the improvement of the teaching of Agriculture craft in the Training Institutions by appointing agricultural graduates, with suitable emoluments.

#### IV BUILDINGS

18. The Basic schools, as in the case of other elementary schools are housed in very unsuitable buildings, resulting in a severe handicap to the various programmes of Basic education.

The Government may constitute a small committee with some Engineers from the Public Works Department and Basic educationists from the Education Department, to devise certain blue prints of cheap school buildings suitable for the maximum operation of various programmes of Basic education.

#### V. SCHOOL ORGANISATION

19. It is found that there is no provision for systematic medical inspection of the students at the elementary stage of education.

The Education Department or the managements concerned should involve the local medical officers for the inspection of the students in the Basic schools, atleast twice in a year. The Govern-

ment should extend the school health scheme to all the schools in the state.

20. In Andhra and Rayalaseema regions class teacher system and in the Telangana region the subject teacher system are prevailing.

As class teacher system is most suitable to the elementary school education, the same may be extended to the schools in the Telangana region also.

21. Wherever the double shift system was introduced it was reported that the quality of Basic education was deteriorating, as there was not enough time for the teachers to organise the Basic activities taking the required time.

The Government should see that the number of double shift schools is reduced to absolute minimum. In the case of those schools where this system has to be adopted inevitably, invariably separate sets of teachers should be made to work for the two shifts and the length of school time should never be less than five hours for each shift.

22. It is complained that the rigidity of the time table, daily routine, some of the rules and regulations of the schools and the Department of Education and interference of some educational officers were coming in the way of following dynamic methods of teaching for the realisation of the Basic school curriculum.

The Education Department may consider ways and means of giving more freedom to the class room teacher to follow the methods thought to be best by him to suit the local class situation, by reducing the above mentioned interference to the absolute minimum. Moreover the Educational Officers may be asked to give constructive suggestions to the teachers for the following the dynamic and modern methods of teaching.

23. In Andhra and Rayalaseema areas the school session starts at 8 A. M. while in Telangana area it starts at 10 A. M.

It is desirable to adopt the Andhra method starting the school very early in order to give a longer after noon interval in the Telangana area also.

24. The students of the Basic schools worked for an average of three hours daily at home working on the school assignments, especially in Arithmetic and languages.

It is desirable to give more assignments in Arts and Crafts, rather than in the traditional school subjects, so that the students might develop their hobbies at home, with suitable guidance from the school.

25. Previously the Basic schools in Andhra Pradesh were working for 200 days, but from the year 1964 the total number of working days per year has been raised to 220

In order to meet the great demands of time for fulfilling the requirements of Basic education the number of working days for schools may be raised to 250 and the casual leave of the teachers may be raised to fifteen instead of twelve as at present.

## VI TEACHERS AND THEIR CONDITION

26. There is a general dissatisfaction among the teachers due to the low salaries.

The Government may consider a reasonable increase in the scales of pay and other allowances of teachers and also try to evolve a scheme to supply the consumer's goods at subsidised rates through teachers' co-operatives.

27. The Government has extended the retirement age of the teachers of the Basic and Elementary schools to 58 to meet the personnel requirements of the schools to make the compulsory education scheme successful.

The age of retirement can be raised to 60 as in the case of employees of Universities and some other Departments.

28. As the teachers are given more number of teaching periods, more number of classes and they had to carry a heavy burden of correction work, they could not devote individual attention to each child, resulting in fall of standards. So, the students purchased and depended more upon the keys to help them pass the examinations.

The Education Department may on the one hand reduce the heavy load of curriculum and the teaching and correction work per teacher, and on the other hand encourage the Training Schools to develop methods of teaching large classes.

29. The success of the seven year integrated elementary education will be definite if the teachers have understood the scheme well and implemented the same with all sincerity and seriousness.

The Education Department may take all possible steps to help the teacher to evolve philosophy of his own and commit himself to the task of educating the young.

## VII CURRICULAR AND CO CURRICULAR PRACTICES :

30. The Government has completed the introduction of the seven year integrated elementary education of Basic pattern all over the state.

The Government should see that the integrated elementary education scheme is implemented properly and also arrange for its periodical evaluations to find out its draw backs both theoretical and practical.

In order to make this new scheme successful the Education Department should chalk out a crash programme to orient all the teachers to Basic education and follow up such short training with frequent refresher courses, conferences, seminars, workshops and symposia at different levels-Block, Taluka, District, Region and State.

31. The seven year integrated elementary education curriculum does not suggest activities around which the content and methodology of teaching the same could be woven round.

The Government may appoint a team of experts to write a new core curriculum for the first level of education, suggesting the learning experiences suitable for the realization of the objectives of Basic education.

32. The seven year integrated elementary education curriculum was welcomed by the Educational Officers, while it was opposed by the Basic schools, as it resulted in diluting Basic education in those schools.

The present Basic schools will however, continue to remain forward in the implementation of the Basic aspects of the integrated elementary education scheme. But the Government may take quick measures to provide the physical facilities, implements, material and the trained personnel for the remaining schools also to catch up the progress of the present Basic schools.

33. The Education Department prescribes a rigid curriculum and the Educational Officers check the school teachers, if there are any deviations from the same.

Such kind of rigidity in the matter of curriculum is very harmful to the initiative and growth of teachers as they are not allowed to

exercise their freedom to try out their original ideas for the improvement of the school programmes. The Department of Education may supply only a bare outline of the curriculum, prescribing certain general standards expected from the students at the end of a particular school stage and allow the teachers full freedom to work out the details.

34. The teacher educators or Basic school teachers are not represented on the syllabi committees.

The Government may give due representation to the Teacher educators and school teachers on the syllabi committees for they would contribute to the enrichment of the syllabi with their practical experience, and make the syllabi more functional.

35. In a number of Basic schools annual plans of activities are not formulated, except the syllabus divisions spread over the months

The State Institute of Education may try to develop and suggest annual plan for the Basic schools for the realisation of the prescribed curriculum, in relation to the craft work, seasons, social activities and the environment of the child. This can be developed well in a workshop of chosen teachers, headmasters, teacher educators and inspecting Officers.

36. The teachers expressed helplessness to do justice to the Basic curriculum in the absence of some source books and guide books.

The State Institute of Education may take up a long term project to prepare resource units, curriculum guides and supply of source books to the Basic schools and Training institutions.

37 The Government has prescribed the same text books for both Basic and traditional primary schools.

The philosophy and methodology of Basic education were different from the traditional pattern and hence the pattern of textbooks also will have to be different. The textbooks written for Basic schools will be based on correlated knowledge and environment of the child. Therefore the Government may consider to get separate textbooks written in multiple patterns for different grades and provide them to the schools in good number, as Basic school children are expected to use several textbooks, unlike their counterparts using a single text book in traditional schools

38. There is a general dearth of literature in Basic education,

especially such functional literature useful for improving the class room practices.

A few teachers have produced some literature useful for the propagation of Basic education. Such talented teachers may be encouraged to produce literature useful for the class room situations also. There are heaps of correlated lesson plans and other material in all the training institutions which should be sifted and edited to make it useful for the teachers. The teachers organizations can play a very useful role in creating desirable attitudes in the teachers towards Basic education and encourage them to produce useful literature.

### VIII. METHODS OF TEACHING

39. The teachers in the Basic schools are found to be following the traditional methods of teaching, without experimenting with the modern and dynamic methods.

The Government may institute some prizes for awarding to the teachers who have experimented with new methods of teaching and the same may be propagated for adoption in other schools also.

40. The teachers were laying more emphasis on the craft work for correlation, to the neglect of the physical and social environment of the child.

This aspect may be taken note of by the Basic Training College and the teachers may be oriented to the new successful experiments conducted in this regard through a systematic clearing house activities by the State Institute of Education and the Extension Services.

The State Institute of Education, the Primary Extension Services Departments of the Training Institutions and other Training Institutions should organise some in-service courses to give constant practice to the teachers in this technique.

### IX. CRAFT PRACTICES

41. There is a general criticism that the Basic crafts practised in the schools are not suitable to the modern scientific and technological age.

The Education Department may either introduce such crafts which are more suited to the technological age or give the necessary slant to the existing crafts.

42. There is a bitter criticism against the practices of providing one or two Basic crafts in each school denying the opportunity to the students to select from a variety of crafts according to their interests, aptitudes and attitudes.

This draw back is too difficult to be removed, due the financial personnel and organisational aspects involved in this problem. However, wherever it is possible the schools may try to provide a variety of Basic crafts and develop a number of other hobbies which do not involve much financial outlay.

43. The criteria for the selection of Basic crafts were revealed differently by each group of educational practitioners. The Headmasters of Basic Training schools considered academic and pedagogical aspects, the Educational Officers viewed the same from administrative, organizational and financial considerations while the Headmasters of Basic schools kept purely the feasibility in view while selecting the Basic crafts. But the students wanted to select the craft dependent on their interests and aptitudes.

Only a few crafts which satisfied all the above points of view may be designed as Basic crafts used as medium of instruction, while all the other productive activities may be developed as hobbies.

44. A significant number of respondents to the questionnaire recommended the introduction of craft work from the third grade, while the maximum number favoured its introduction from fifth grade. The seven year integrated elementary education curriculum also recommended the introduction of craft work from the third grade onwards.

Just as the teaching of alphabets is started in the first grade. the A B C of craft work should start from the beginning grades and the same may be intensified in a phased manner at the third and fifth grade levels.

45. The Basic school teachers are teaching crafts in mechanical manner without exploiting their intellectual potentialities.

The Basic Training Schools should develop suitable techniques for the scientific teaching of crafts. This will be possible if the student-teaching programme in these institutions is organised in a systematic manner to develop the correlated techniques of teaching.

46. The schools are facing a number of difficulties in disposing off the craft products, which were unable to compete in open market sales due to their poor quality

Besides organising sales to the students, after meeting the school requirements, the products may be disposed off according to a definite policy set by the Education Department.

47. The excess expenditure on the craft work was due to wastage of raw materials, poor quality of the implements and raw material, lack of interest and skill on the part of the students and teachers besides certain administrative and financial difficulties.

In order to make the organisation of the craft programme self-sufficient and fruitful the Education Department should tighten its administrative machinery to set right the above factors

#### **X. Community Life and Public Attitude to Basic Education**

48. In a majority of the schools the pattern of student self Government was modelled after the Panchayat Samithies but the student cabinet worked within a broad frame work provided by the school authorities. In a majority of the cases the Headmasters decided the school plans without involving the students in decision making.

The practice of adopting the Panchayat Samithi pattern of student-self government may be extended to all the schools as this is the latest trend in democratic decentralisation adopted in Andhra Pradesh and more freedom should be given to the student cabinets to take decisions under the leadership of the teachers guiding their activities.

49. In a few Basic Training Schools the student self government is based on the pattern of the state assembly and government. But in a number of these institutions the Head Masters appointed the school pupil leaders. It appears that the Training School Government worked under the outline of a plan supplied by the Director of Public Instruction.

It is necessary to delegate more functions to the Training school Government as they are expected to function as miniature democratic republics. Just like some of the Basic Schools, the Basic Training Schools also may adopt the Panchayat Samithi pattern of government.

50. The idea of making the school as a community centre and improving the parent teacher relations has been accepted and worked out, though unsuccessfully, in a majority of the schools. The difficulties exist on both sides.

The Educational Officers and the Headmasters should take enough interest to involve the community in taking more interest in the school



programmes and the school also should serve the community through the parent teacher association and many other agencies through which community could be contacted.

51 The attitude of the community is not favourable to the Basic schools. It was said that this attitude was developed by the community due to lack of understanding of the concept of Basic education and its usefulness and community not realising dignity of labour. The ineffective implementation of Basic education also was partly responsible for this kind of attitude, as the present Basic schools presented a poor picture. So, leaders of public opinion sent their children to English medium convent schools of traditional type

The instruction in Basic schools should be improved to turn out effective products, who should prove the efficacy of the system. Expert committees should visit the schools and offer suggestion for their improvement. Besides the usual propaganda done by the Basic schools at present, the Government should involve the Departments of Public Instruction, Information and Public Relations, and the legislators to educate the public about the philosophy and principles of Basic education and its usefulness to the society.

52. The educational practitioners and members of the community have different connotations for Basic education.

Therefore the Government may take effective measures to propagate the ideals for which Basic education stands and create a favourable atmosphere for the growth of Basic schools.

## **XI. Evaluation**

53. The Basic schools conducted quarterly, halfyearly and annual examinations and some of them made the students maintain certain records for purposes of assesment, in accordance with the prescribed curriculum. The practical work was not assessed satisfactorily and higher standards of work are not at all maintained.

So, the constitution of a statutory Board of Basic Education is recommended for prescribing the curricula, holding public examinations at the end of the school period, assessing the progress of Basic education and guiding the school and teacher education during the years to come

## **XII. Supervision :**

54 It is reported that some of the Educational Officers and the

Block Development Officers could not adjust to the democratic revolution that has taken place in the country recently.

The Director of Public Instruction and his colleagues in the Department should set a good example to all other subordinate officers at the District and Block level to act as friends, guides and philosophers of the school teachers.

55. The Educational Extension Officers under the Panchayat Samithi are involved in both administration and inspection of the Basic and elementary schools under their jurisdiction. This goes against the accepted principles of separation of inspection from educational administration. Moreover it is resulting in heavy clerical work on the part of the Inspecting Officers.

So, the establishment of local school boards is recommended for the administration of Elementary (Basic) education, while the Inspectors appointed by the Government will inspect the schools. The Government of Andhra Pradesh has taken similar action during the close of this investigation.

The Department of Education may evolve some criteria for the assessment of a basic school and supply a comprehensive proforma to the Inspectors for use at the time of inspection, replacing the present one which is found to be inadequate.

56. At present the central classes are being used for teaching some demonstration lessons and discussion on certain educational topics.

The centre classes can be developed into local centres for educational research and training to encourage originality and experimentation in our schools. The central schools should be equipped with highly qualified staff and good libraries for this purpose.

57. A good number of Inspectors stated that they were not enthusiastic about Basic education and a few of them though were interested faced with multitude of difficulties in its implementation. None of them took care to conduct simple investigations into the problems they were facing due to lack of facilities and guidance.

The Department of Education may try to find out why the guardians of Basic education themselves are not interested in this system and what difficulties they were facing. They should also be oriented to educational research and facilities should be provided with library and guidance for research. The Inspectors also could visit the training institutions frequently to get themselves into touch with the latest trends in education and research.

59 At present there is no arrangement to exchange between Basic schools the information on any successful techniques adopted by them.

The supervisors who go round the schools may locate better practices in all the schools and study some good schools, and disseminate the information to all schools in the centre classes, through mimeographed magazines, personal interviews with teachers and finally through publication of case histories of such effective schools

### **XIII. Basic Teacher Education**

60. A majority of the Basic Training Schools are situated in urban areas, even though it was accepted on all hands that the teacher for rural schools should be trained in rural setting. It could not be possible to provide for these schools good buildings, land and other facilities in urban areas.

Therefore as many training schools as possible should be shifted to the rural areas and all future training institutions may be started in the rural areas.

61 At present the Basic Training Schools, which are expected to function as residential institutions, could not function as such successfully, due to the non-availability of the members of the staff all the time on the school campus.

So, the staff of the training institutions may be provided with quarters on its campus.

62. The teacher educators in some of the institutions situated in rural areas had to face with certain difficulty due to lack of adequate medical facilities and provision of higher education for their children.

Basic training institutions should be started where adequate medical facilities are available or else the Government may appoint a medical officer on the staff of these institutions. If the teacher educators have children who are to be educated in higher educational institutions, they should be transferred to places where such facilities are available or the Government should subsidise their education in an urban area having such facilities.

63. Some of the teachers felt that deputation for Basic training was a sort of curse, due to inadequate facilities at the Training institutes, exacting work and undemocratic behaviour of some teacher educators.

Again this warrants a thorough probe into the working of the Basic Training Institutions and the facilities existing.

64. Due to the quantitative expansion of the elementary education the quality is falling and it is necessary to maintain the educational standards by the teachers

The Basic Training Schools should take up this challenge and become the gaurdians of quality of elementary education by developing new methods suitable to new situations, and orient the teacher with the same from time to time through its pre-service and in-service training programmes.

65. It is felt by the school teachers that there is considerable gap between the methods taught in the Basic Training Schools and the actual practices in the Basic schools. They complained that the courses could not be finished if training school methods are followed. But this argument was denied by the Basic Training Schools.

However, the Education Department may investigate into this matter and effect the needed revision in the Basic Teacher Education programmes, if necessary.

66. The teacher pupil ratio at present is 40 and this position has been accepted by the Government.

But this ratio being very high, the Government may try to reduce the same atleast to 30 by appointing additional staff. Simultaneously the Basic Training Institutions also may teach their student teachers the techniques of handling large classes to cope up with the present numbers in class rooms.

67. Still the Government is continuing the policy of giving professional training to the middle school graduates. Generally they prove to be unsuccessful teachers, as their general educational background is insufficient.

The elementary grade or the Junior Basic Teachers Training for the middle school graduates should be abolished, and only secondary school graduates should be admitted to the teacher training in future.

68. There is no systematic training in Basic education for University graduates. Hitherto the trained graduates were given short orientation training at Bhuknoor and Pentapadu ranging from three to six months at different times and Basic education was studied as an optional paper in the B. Ed., course, offered by the three Universities

in the state. Now the orientation courses were abolished and so no Basic training is going on at graduate level.

All the Colleges of Education in the state may be oriented to Basic education, in which this training will be useful to both Basic and traditional type of education alike. Besides this change the state should also start some Basic Training Colleges affiliated to the Universities for supplying teachers, teacher educators, and administrators for Basic elementary education.

69. The student teachers are disinterested in Basic Teacher Education as they felt that they would not be encouraged to implement those methods in schools. They also did not attach much value to Basic education as it was not dovetailed to higher education.

The Education Department should bring a sort of integration between the elementary and higher education and make the methods of teaching taught in the training schools more realistic to the practical school situations.

70. Some of the student teachers in the Basic Training institutes were not found to be enthusiastic about Basic education.

Therefore the Education Department may get some admission tests developed to test the aptitudes and attitudes of candidates towards this system and the social order envisaged through the same.

71. All the Educational Officers and Teacher Educators took their professional training which caters to the needs of secondary education and hence they are ignorant of the elementary education practices. If this situation is not corrected it would result in the blind leading the blind.

Therefore the Teacher Educators, the Educational Executives and the Inspectors connected with elementary Education, should be sufficiently oriented towards elementary and Basic education.

72. In three Basic Training Schools Primary Extension Services Centres were started under the auspicious of the Department of Basic Education, National Institute of Education Delhi.

Even though it could not be possible formally to start similar centres in other institutions, it may not be impossible for them to organise some extension activities for the improvement of the Basic and Elementary schools in the compact areas within five to ten miles radius from the centre.

73. The vacations observed by the Basic Training Institutions were not suitable for the operation of the agricultural, community and cultural activities.

The Headmasters of the Basic Training Schools should be given discretionary powers to declare their own vacations depending on local needs, subject to the approval of the Department of Public Instruction, instead of applying the unsuitable pattern of vacations to these institutions.

74. The libraries in the Basic Training Schools and more so in the Basic schools are in a very bad condition

The Education Department may provide more funds to the school libraries and appoint trained librarians in all the Training Institutions and in some big Basic schools. Or one of the teachers in each school can be given a short course in library science.

75. The selection of books for the school libraries was not done carefully.

This draw back may be rectified by supplying some classified catalogues of useful books to the Basic and Basic Training Schools.

### **XIX. Research**

76. Practically no research work is done in the Basic Training Institutions.

The State Institute of Education may orient the Elementary Teacher educators to research work and guide them from time to time.

### **Conclusion**

In the next chapter the above conclusions are compared with those of similar studies conducted in other states to get a national picture of the practice of Basic education. It will be seen that most of the above conclusions agree with those of the other studies. This proves in a way that Basic education did not because of defective philosophy or ideology, but it was "sabotaged" fail to use Dr. Zakhir Hussain's expression.

## CHAPTER XVIII

### Comparison With Other Studies

*A Comparative study of the conclusions of 'A Critical Investigation Into the Practices of Basic Education in the State of Andhra Pradesh' with Similar Studies in other States,*

#### PROGRESS OF BASIC EDUCATION

##### (a) Introduction

As all those in touch with Basic of education are aware the new concept of Basic education was given to us by Mahatma Gandhi after trying out some of his ideas from 1908 to 1937 at the Phoenix settlement and the Tolstoy Farm in South Africa and Sabarmati and Sevagram Ashrams in India. His views on education and the four resolutions of the Wardha Educational Conference of 22nd and 23rd October 1937 were the basis for the Report of Dr. Zakir Hussain Committee and its acceptance by the Indian National Congress, which formed the Governments in most of the Indian provinces in 1938, from which time Basic education was implemented by the State Governments through their Departmental machinery. The Government of India appointed a number of committees and commissions all of which recommended the effective implementation of this useful system at the first level of education.

##### (b) History

But no systematic studies in the history of Basic education have been conducted. Gupta Hazari Lal (14)\* wrote an M. Ed. thesis (Rajputana) on the topic 'Growth of Basic Education in India'. He described some experiments conducted at Sevagram, Poona and Patna. A look back at the history of Basic education revealed to him that there was great disparity in the emoluments of teachers salaries in different provinces, that the methods of teaching were defective, that suitable literature on Basic education was not available and that there was general apathy towards skill and learning. Dutt

\* Numbers within brackets refer to the reference cited at the end of this chapter.

R.S. (10) wrote another M. Ed. thesis (Punjab - 1945) on the topic 'Development of Basic Education in Punjab'. He traced the evolution of Basic education in the state and gave a detailed account of how the scheme has been working in the state. Naik Balubhai (27) conducted a survey of Basic education in Surat district (M. Ed. thesis, Baroda 1954). He traced the evils of traditional system of education and described the Bombay scheme of Basic education. Verma Kailasa Devi (45) in her M. Ed. thesis (Delhi 1951) traced the history of Basic education in Delhi. The first basic school in Delhi was started at the Jamia Nagar near Okhla in 1939 and later on about 150 basic schools were newly started and another 148 board schools were converted. She regretted that full fledged eight graded basic schools did not exist at that time. Oad Lakshmi Lal and Chattopadhyaya Viswabhandhu (28) concluded that there was much diversity in the training programmes followed in the different institutions in the different parts of the country. Seth Hanumantha Kumari (39) conducted a 'Critical study of the Basic Education Scheme' in which she surveyed the working of some local junior Basic schools of Allahabad. She reviewed the work of various committees on Basic Education and gave a brief account of the development and work done on Basic Education in U. P. A similar study was conducted by Singh Brij Behari (42) who reviewed critically the growth of Basic Education and found that the implementation of this scheme was anything but satisfactory. He struck a note of warning against the wholesale introduction of the scheme before conducting experiments and scientific researches in various aspects of the system. Chauhan, Surajpal Singh (8) reviewed the development of Basic Education in United Provinces and suggested five amendments to the original Wardha Scheme :

1. The cost of education should be borne by the state,
2. The education should be play centred,
3. The vocational training should be introduced at the age of 12,
4. No alien language should be forced on the child,
5. The cost of higher education should be first charged on the revenues of the state.

Deo G. R. (9) also conducted a historical survey of Basic education in Maha Kosal. There is one study by Pandey R. G. (31) in which he traced the growth and development of Vidya Bhavan



Basic School, Udaipur. Yadav Ranjitsingh (46) surveyed the growth of Basic Education under the Delhi Municipal Corporation (1958-63). Patel H. P. (33) reviewed the working of Basic Education in Bombay State from 1937 to 1957. Siddiqui M. A. (41) made a critical survey and appraisal of Basic Education in India since its inception.

**(c) Conversion of Primary Schools Into Basic Pattern**

While in Andhra Pradesh it was found that only eight per cent of the elementary schools are converted into Basic pattern, a study by Pachori Madhu (30) states that about twenty per cent of the elementary schools have been converted into Basic pattern all over the country. Charan B. D. in his problems of conversion of non-Basic schools into Basic schools in Udaipur City (5) states that only thirty per cent of the elementary schools were converted into Basic pattern. The study revealed that a number of problems hindered the progress of this conversion process. Most difficult among them are the lack of faith in the system of education, lack of understanding of its principles, lack of integration of this Basic stage with the higher education, non-availability of suitable literature, inadequacy of current evaluative practices, non-availability of land, lack of suitable teachers and lack of training for the administrative staff. Varma Kailash Devi (45) also supported this view.

**(d) Expansion in Rural Areas**

The Andhra study and many other studies have revealed that most of the Basic schools were opened in the rural areas with crafts more applicable to village life. Since considerable number of Basic schools were not started in the urban areas both the rural and the urban people misunderstood and viewed Basic education with suspicion. Sahai Jagmohan (36) stated that there was a great gulf between the rural and urban schools and it should be bridged. Solanki D. C. (43) stated that a majority of the Basic school teachers considered that Basic education was suitable both for rural and urban areas. In order to clear any misunderstanding in this direction the Government may start more Basic schools in urban areas with crafts useful to urban population.

**(e) Universal Free Compulsory Education**

To make education free and compulsory is one of the most important principles of Basic education. In Andhra the schools are facing a number of problems in making this aspect successful. Yadav Ranjitsingh (46) also states that paucity of finances is the

main reason for the slow progress in making Basic education a pattern of compulsory universal primary education. The poverty of the parents is more responsible than the school factors for the slow progress in making education compulsory. Many efforts are being made to attract the students to schools by increasing their holding power through school improvement programmes, award of scholarships and learning aids and changing the school timings to suit the local needs.

The study of Yadav Ranjitsingh (46) says that though the expenditure on elementary education rose, yet it is difficult to cover from Government funds all the expenditure on Basic education. This conclusion supports the Andhra study. So, the Government should launch a scheme involving the community in the school improvement programmes on the pattern of the Madras scheme or that of Philippines. Bedi G. S. (1), Ghate Leela (13) and Jyotishi Rameswar Prasad (19) state that it is difficult to cover all the programmes of a Basic school if they depend purely on the funds allotted by the Government. They recommend that experiments in self-sufficiency should be conducted to solve this problem. Solanki D. C. (43) also stated that some teachers consider Basic education as one of the methods of teaching and not as a comprehensive system of education.

#### (f) Enrolment of Girls, Backward and Scheduled Class Students

Verma Kailasa Devi (45) and the Andhra study agree that the girls were not adequately encouraged to take to Basic education. Hence, the Government may launch some special schemes to encourage girls education and make universal enrolment of girls in these schools successful.

Enrolment of girls in Basic and elementary schools would have shown good progress if separate schools are provided for girls. But the study of Yadav Ranjitsingh (46) shows that the extension of Junior Basic schools for Girls did not show as much progress as with the non-Basic primary schools.

The Andhra study has shown that more children from the scheduled caste and backward classes are joining the Basic schools. This trend is supported by the study of Harper Irena Mason (15) wherein it is stated that though there is provision for all classes and creeds for study in Basic schools, these schools attracted more children from the scheduled castes and backward classes.

**(g) Wastage and Stagnation in Basic Schools**

The Andhra study revealed that the wastage and stagnation are less in Basic schools than in the traditional elementary schools. Kini K. N. (23) reported that Basic education has been able to eliminate wastage from primary education and it is bound to be popular with parents and pupils.

Most of the above studies deal with the local history of Basic education, even though they make mention of the work of the most important committees appointed by the Central Government or the C. A. B. E. Except in the Educational Philosophy of Mahatma Gandhiji by M. S. Patel and Basic education in Principles by the present writer in which special chapters on the History of Basic education have been written, we do not find any comprehensive history of Basic Education in India systematically recorded. The Andhra study also revealed that Basic education was not implemented with the necessary zeal and hence its progress varied from place to place. In order to get a full authentic record of the progress of Basic education in the country, the Government of India should sanction a project for the writing of a comprehensive history of Basic education movement in the country.

**BASIC SCHOOL ORGANISATION****(a) Panchayat Raj**

In a number of states the implementation of the free and compulsory primary education has been vested with the Panchayat Samithies or the Block Development Authorities. But due to the political influence exercised by members of Panchayat Raj institutions certain mal-practices are reported in the selections, promotions and transfers of teachers and so the teachers did not like the transfer of control of schools to local bodies in several states. The Andhra study and the one conducted by Mehata Parasmal of Rajasthan University (26) stated that the Basic schools were transferred to the Panchayat Raj Department and the teachers did not like this transfer due to their deteriorating conditions under new administration. The Government was requested to reconsider this decision and establish separate school boards for the administration of education in the various districts.

**(b) Buildings**

The Andhra study revealed that most of the buildings in which Basic schools functioned are not suitable. Yadav Ranjitsingh (46)

describes that most of the Basic schools in Delhi are functioning in rented buildings, Chauple., tents and evaquee buildings, which are not suitable. But Surat Naik Balubhai (27) states that most of the Basic schools in Surat are housed in their own buildings and they are very suitable.

#### **(c) Medical Inspection**

The Andhra study revealed that there was no provision for systematic medical inspection of the students at the elementary stage of education. The Education Department or the management concerned should involve the local medical officers for the inspection of students in the Basic schools at least twice in a year. The Government should extend the school health scheme to all schools in the country.

#### **(d) Class Teacher System**

According to the Andhra study class teacher system and subject teacher system are being followed in different areas of the state. As class teacher system is most suitable to the elementary school education, the same may be extended to the schools all over the state.

#### **(e) Shift System**

In Andhra Pradesh wherever the double shift system was introduced it was reported that the quality of Basic education was deteriorating, as there was not enough time for the teachers to organise Basic activities. Yadav Ranjitsingh (46) also stated that the double shift system in Delhi schools reduced the school time for each shift to 4 hours from 6 hours. The Government should see that the number of double shift schools is reduced to absolute minimum. In the case of those schools where this system has to be adopted inevitably, separate sets of teachers should invariably be appointed to work for the two shifts and the length of school time should never be less than five hours for each shift.

#### **f) School Hours and Working Day**

The school session started either at 8 A. M. or 10 A. M. in different parts of Andhra Pradesh. It is desirable to adopt the practice of starting the school very early in order to give a longer after noon interval.

In Andhra the students of the Basic schools have to work daily at home for three hours (on average) on their school assignments, especially in Arithmetic and languages. It is desirable to give more assignments in Arts and Crafts so that the students might develop their hobbies at home with suitable guidance from the school.

In Andhra, the Basic schools were working previously for 200 days, but the number of working days per year has been raised to 220. In order to meet the great demands of time for fulfilling the requirements of Basic education the number of working days per year may be raised to 250 and the casual leave of the teachers may be raised to fifteen instead of twelve as at present.

#### g) Community Life and Public Attitude to Basic Education

S. Rajyalakshmi (38) and Chakravarthi P. (6) reported that the student self-government in Basic schools was based on the pattern of state cabinet, while the Andhra study stated that in a majority of the schools the pattern of student self-government was modelled after the Panchayat Samitis, though the student cabinet worked within a broad frame work provided by the school authorities. In a majority of the cases the Headmasters decided the school plans without involving the students in decision making. The practice of adopting the Panchayat Samithy pattern of student self-government may be extended to all the schools as this is the latest trend in democratic decentralisation adopted in Andhra Pradesh and more freedom should be given to the student cabinets to take decisions under the leadership of the teachers guiding their activities.

In a few Basic Training Schools the student self-government is based on the pattern of the state assembly and government. But in a number of these institutions the Head Masters appointed the school pupil leaders. It appears that the Training School Government worked under the outline of plan supplied by the Directorate of Public Instruction. It is necessary to delegate more functions to the Training School Government as they are expected to function as miniature democratic republics. Just like some of the Basic schools, the Basic Training Schools also may adopt the Panchayat Samithy pattern of Government.

Oad L. K. and Chatopadyaya Viswabandhu (28), Harper Irena Mason (15) and Khanna Adarsha (22) agree with the Andhra study that the idea of making the school a community centre and improving the parent teacher relations has been accepted and worked out,

though unsuccessfully, in a majority of the schools. Difficulties exist on both sides. The Educational Officers and the Headmasters should take enough interest in the school programmes and the school also should serve the community through the parent teacher association and many other agencies through which the community could be contacted.

Kini K. N. (23) agrees with the Andhra study that the attitude of the community is not favourable to the Basic schools. It was said that this attitude was developed by the community due to lack of understanding of the concept of Basic education and its usefulness and community not realising the importance of dignity of labour. The ineffective implementation of Basic education also was partly responsible for this kind of attitude, as the existing Basic schools presented a poor picture. So, leaders of public opinion sent their children to English medium schools of traditional type. The instruction in Basic schools should be improved to turn out effective products, who should prove the efficacy of the system. Expert committees should visit the school and offer suggestions for their improvement. Besides the usual propaganda done by the Basic schools presently, the Government should involve the Departments of Public Instruction, Information and Public Relations and the Legislators to educate the public about the philosophy and principles of Basic education and its usefulness to the society.

Basic education has different connotations to different educational practitioners and members of the community. Therefore, the Government may take effective measures to propagate the ideals for which Basic education stands and create a favourable atmosphere for the growth of Basic schools.

## CURRICULUM, METHODS AND INSTRUCTIONAL MEDIA

### (a) Syllabus

The Andhra study revealed that the seven-year integrated elementary education curriculum does not suggest activities around which the content and methodology of teaching the same could be woven. Activity-centred education will be successful only when the curriculum prescribed is developed in a 'core' fashion. Many of the syllabi prescribed by the State Governments give a list of items of knowledge under different subjects and separately recommend the syllabi for different crafts. The teachers at the primary level failed to establish any relationship between items of knowledge and processes of crafts

or community life. This view has been supported by Dube A D. (II). He illustrated this point by giving specific references to the Geography programme suggested for the U. P. Basic schools

In Andhra Pradesh the seven-year integrated elementary education curriculum was welcomed by the Educational Officers while the teachers of Basic schools felt that it had the effect of diluting Basic education. While the present Basic schools will continue to be forward the other schools will have to be strengthened to catch up with looking the level of the existing Basic Schools. The study of Oad L. K. (29) reveals that the teachers liked the Basic curriculum more than the traditional elementary school syllabi.

According to Andhra study the Education Department prescribes a rigid curriculum and the Educational Officers check the school teachers, if there are any deviations from it. Such kind of rigidity in the matter of curriculum is a bar on the initiative and growth of teachers as they are not allowed to exercise their freedom to try out their original ideas for the improvement of the school programmes. The Department of Education may supply only a bare outline of the curriculum prescribing certain general standards expected from the students at the end of a particular school stage and allow the teachers full freedom to work out the details.

The teacher educators or Basic school teachers are not represented on the syllabi committees in Andhra. The Government may give due representation to the teacher educators and school teachers on the syllabi committees for they would contribute to the enrichment of the syllabi with their practical experience, and make the syllabi more functional.

#### (b) Methods of Teaching

Chauhan Surajpal Singh (8), Gupta Hajarilal (14) and a study conducted in Madras University (24) agree with the conclusion of the Andhra study that the teachers even in the Basic schools are found to be following the traditional methods of teaching, without experimenting with the modern and dynamic methods. But a study (25) conducted in 1954 on 'An Investigation of Democratic Methods of Teaching and Learning in Basic schools' in Madras disagrees with the conclusion of the Andhra study. The investigator found that conscientious efforts were being made by Basic schools to work out democratic practices and methods like group techniques, project, partnership, panel discussion, play way, and laboratory methods Harper

Irena Mason (15) reporting the work in Moga school stated that it successfully experimented with right type of methods of teaching like project, correlation, etc.

The Government may institute some prizes for awarding to the teachers who have experimented with new methods of teaching and the same may be propagated for adoption in other schools also.

Gupta Hajari Lal (14), Oad L. K. and Chattopadhyaya Vishwa-bandhu (28), Julka Gulshan (18) and Chaudhary Harihar Singh (7) agreed with the Andhra study that the teachers were laying more emphasis on the craft work for correlation to the utter neglect of the physical and social environment of the child. This aspect may be taken note of by the Basic Training Colleges and the teachers may be oriented to the new successful experiments conducted in this regard through systematic clearing house activities by the State Institutes of Education and the Extension Services.

The State Institutes of Education, the Primary Extension Services Departments of the Training Institutions and other Training Institutions should organise some in-service courses to give constant practice to the teachers in the correlated teaching technique.

### (c) Instructional Material

In a number of Basic schools annual plans of activities are not formulated, except exhibiting the syllabus divisions spread over the months in the schools in Andhra. The State Institute of Education may try to develop and suggest annual plan for the Basic schools for the realisation of prescribed curriculum, in relation to the craft work, seasons, social activities and the environment of the child. This can be developed well in a workshop of chosen teachers, headmasters, teacher educators and inspecting officers.

Chauhan Surajpal Singh (8) agreed with Andhra study that teachers expressed helplessness to do justice to the Basic curriculum in the absence of some source books and guide books. Teachers made several complaints about the dearth of source and guide books, but there was no one who could do some thing to meet this demand. The State Institute of Education may take up a long term project to prepare resource units, curriculum guides and supply of source books to Basic schools and the training Schools.

Gupta Hajari Lal (14) agrees with the Andhra study when he concludes that right type of text books are not available for Basic schools as the same books which are used in the non-



basic schools are used in the Basic schools also. The Philosophy and methodology of Basic education were different from the traditional pattern and hence the pattern of text books also has to be different. The text books written for Basic schools will be based on correlated knowledge and environment of the child. Therefore, the Government may consider getting separate text books written in multiple patterns for different grades and provide them to the schools in good number, as Basic School children are expected to use several text books, unlike their counterparts using a single text book in traditional schools.

Gupta Hajari Lal (14), Charan B D. (5) Yadav Ranjitsingh (46) agreed with the Andhra study that there was a general dearth of literature in Basic education, especially such functional literature useful for improving the class room practices. A few teachers have produced some literature useful for the propagation of Basic education. Such talented teachers may be encouraged to produce literature useful for the class room situations also. There are heaps of correlated lesson plans and other material in all the training institutions which should be sifted and edited to make them useful for the teachers. The teachers organisations can play a very useful role in creating desirable attitudes in the teachers towards Basic education and encourage them to produce suitable literature.

#### (d) Craft Work

Patel H. P. (33) agrees with the Andhra study that there was a general criticism that the Basic crafts practised in the schools are not suitable to the modern scientific and technological age. The Education Department may either introduce such crafts which are more suited to the technological or age give the necessary slant to the existing crafts.

Chaudhri Harihar Singh (7) and Jangira N K. (17) agreed with the Andhra study that there is a bitter criticism against the practice of providing one or two Basic crafts in each school denying the opportunity to the students to select from a variety of crafts according to their interests, aptitudes and attitudes. This drawback is too difficult to be removed, due to the financial, personnel and organisational aspects involved in this problem. However, wherever it is possible the schools may provide a variety of Basic crafts and develop a number of other hobbies which do not involve much financial outlay.

The criteria for the selection of Basic crafts were revealed

differently by each group of educational practitioners in Andhra Pradesh. The Headmasters of Basic Training schools considered academic and pedagogical aspects, the Educational Officers viewed the same from administrative, organizational and financial considerations, while the Headmasters of Basic schools kept purely the feasibility in view in the selection of Basic crafts, but the students wanted to select the craft dependent on their interests, and attitudes. Only a few crafts which satisfied all the above points of view may be designated as Basic crafts and used as media of instruction, while all the other productive activities may be developed as hobbies.

The Andhra study reveals that Agriculture and Gardening are popular as Basic crafts. Harper Irena Mason (15) also reports that Agriculture was found to be most popular as a basic craft in Moga. Jangira N K. (17) invited the opinions of teachers on craft and found that there was no definite view on the part of the teachers for adoption of certain crafts, in Gurgaon district. But Agriculture, Gardening, Spinning and Weaving were found to be the most popular crafts. Caakravarti P. (6) also agrees that the main craft followed in the schools was Agriculture. Gajvani S. L. (12) conducted an attitude study of 800 boys in Delhi and it was found that the boys liked the crafts in the following order : 1) Agriculture and Gardening 2) Wood work, 3) Spinning and Weaving.

All the studies are unanimous about the popularity of Gardening and Agriculture as the Basic crafts. So, adequate provision should be made for the improvement of the teaching of these crafts in the Training Institutions by appointing agricultural graduates, with suitable emoluments

In Andhra study a significant number of educational practitioners recommended the introduction of craft work from the third grade, while the maximum number favoured its introduction from fifth grade. The seven year integrated elementary education curriculum also recommended the introduction of craft work from the third grade onwards. Kamat V. V. (20) concludes that the children of primary standards of 3rd to 5th were tested and found that they seem to attain the same level in whatever way they are taught provided they are given sufficient opportunity to learn the craft in the right way. Just as the teaching of alphabet is started in the first grade, the A,B,C of craft work should be started from the beginning grades and the same may be intensified in a phased manner as the third and fifth grade levels.

Pires E. A. (35) agrees with the Andhra study that the practical experience made in Bihar reveals that craft is taught in a mechanical way in many schools and an unsystematic attempt has been made to create artistic abilities. Yadava Ranjitsingh (46) supported the idea that craft work was generally ill organised and mechanical. Bhoote S. S. (2) while reporting the progress of work of the Basic school, Pavnar stated that the school practices with spinning and weaving as the main craft provided opportunities to children to learn, not in a mechanical way, all the processes right from the growing of cotton to weaving.

The Basic Training School should develop suitable techniques for the scientific teaching of crafts. This will be possible if the student-teaching programme in these institutions is organised in a systematic manner to develop the correlated techniques of teaching.

Harper Irena Mason (15) and Jangira N. K. (17) disagreed with the conclusion of the Andhra study that there was difficulty in disposing off the craft products which were unable to compete in open market sales due to their poor quality. The former states that the earnings from the crafts are satisfactory at Moga, the latter says that in the opinion of more than fifty per cent of the headmasters and craft teachers the disposal of the products of craft is satisfactory. Wherever there was difficulty in the disposal of craft products, besides organising sales to the students and after meeting the school requirements the products may be disposed off according to a definite policy set by the Education Department.

It is revealed by the Andhra study that the excess expenditure on the craft work was due to wastage of raw materials poor quality of the implements and raw materials, lack of interest and skill on the part of the students and teachers, besides certain administrative and financial difficulties. Jangira N. K. (17) concluded that the quality of raw material and tools supplied and the procedure of supplying the same were quite unsatisfactory. The administrative machinery should be tightened to set right the above factors.

#### e) Evaluation

Pires E. A. (35) and Shereff S. N. (37) and Airmath N. R. (16) agreed with the Andhra study that the traditional system of examinations was in vogue and the assessment of craft work was not satisfactory. But Pandey S. P. (32) reported that the assessment practices were vitally related to the day to day experiences of the pupils. The constitution of a statutory Board of Basic Educa-

tion is recommended for prescribing the curricula, holding public examinations, assessing the progress of Basic education and guiding the school and teacher education during the years to come.

## TEACHING STAFF

### (a) Importance of Teachers for Basic Education

In Andhra and many other States an elementary education curriculum integrating the Basic and traditional patterns has been introduced and the span is either 7 or 8 years. But the success of the integrated elementary education will be definite if the teachers have understood the scheme well and implemented it with all sincerity and seriousness. The Education Departments may take all possible steps to help the teacher to evolve a philosophy of his own and commit himself to the task of educating the young. The Governments should see that the integrated elementary education scheme is implemented properly and also arrange for its periodical evaluation to find out its drawbacks-both theoretical and practical. In order to make this new scheme successful the Education Departments should chalk out a crash programme to orient all the teachers to Basic education and follow up such short training with frequent refresher courses, conferences, seminars, workshops and symposia at different levels-Block, Taluka, District, Region and State.

### (b) Dearth of Trained Teachers

The Andhra study has revealed that the elementary and Basic schools are facing a big problem due to dearth of trained teachers. Krishna Shrivastava (44) mentioned that the minimum conditions for adopting the techniques of Basic education were wanting due to lack of adequate knowledge in teachers and insufficiency of the properly trained teachers in U. P. Sharma Babulal (40) said that the expansion of Basic Education suffered due to lack of trained teachers in Rajasthan. Jangira N. K. (17) reports that 57 per cent of the teachers working in the rural areas of Gurgaon district in Haryana are not trained in Basic education. So, the Government may conduct a district-wise survey of the requirements of teaching personnel and increase the strength in the existing training institutions wherever necessary and start new ones according to the needs of each district. When teachers already in service are sent for training they should be sent on deputation with full pay and allowances.

**(c) Women Teachers**

The percentage of women teachers working in the Basic school is very low. It is desirable to keep the elementary education in the hands of women teachers and hence the Government may give preference to qualified women candidates in its policy to recruit teachers. (Andhra study)

**(d) Specialisation**

According to the Andhra study the Elementary Teacher Educators being in the same cadre of secondary school teachers and inspecting officers are being transferred to the other lines frequently. The new recruit to the Education Department may be given varied experience of teaching in a secondary school, training school and inspection of elementary schools etc in the first two years of probation. After that the line of each employee should be decided by allowing them to opt for one of the jobs mentioned above. This will lead to greater concentration on a particular job and will result in useful specialization.

**(e) Age of Retirement**

In Andhra the retirement age of teachers has been raised to 58 from 55 for trained teachers for making the compulsory education scheme successful. But the age of retirement can be further raised to 60 or 65 as in the case of employees of Universities and some other autonomous bodies.

**(f) Work Load**

The Andhra study has stated that the teachers are given more number of teaching periods, in more number of classes and they had to carry a heavy burden of correction work, and so they could not show individual attention to each child, which resulted in the fall of standards. So, the students resorted to and depended more on the keys to help themselves to pass in the examinations. Chauhan Surajpal Singh (8) while giving the drawbacks of Basic schools in U.P. made a complaint of excessive work-load of teachers. Gupta Hajari Lal (14) also supported this view. So, the Education Departments may on the one hand reduce the heavy load of curriculum and teaching and correction work per teacher and on the other hand encourage the Training Schools to develop methods of teaching large classes.

**(g) Co-operation of Teachers**

The Andhra study has revealed that the assistants are not co-operating with the Headmasters in the implementation of Basic pattern as they feel that this is not suitable to the modern scientific and technological social order. Chaudhari Harihar Singh (7) states that crafts in Basic education are not suited to the technological social order.

**(h) Dissatisfied Teachers**

The Andhra study states that there is a general dissatisfaction among the teachers due to the low salaries. Chauhan Surajpal Singh (8) also mentions that the teachers in U. P. are low paid and so they are dissatisfied. Qad L. K. (29) stated that the teachers need better salaries as they are dissatisfied with the present emoluments. Gupta Hajarilal (14) said that the emoluments of teachers are in great disparity in different parts of the country. Teachers are generally dissatisfied with such state of affairs. The Government may consider a reasonable increase in the scales of pay and other allowances of teachers and also try to evolve a scheme to supply the consumer's goods at subsidised rates through teachers' co-operatives.

**SUPERVISION****(a) Philosophy of Supervision**

Yadav Ranjit Singh (46), Kaul G. N. (21) and Charan B. D. (5) agreed with the Andhra study that some of the Educational and Block Officers could not adjust to the democratic revolution that has taken place in the country recently. Their attitude was said to be unsatisfactory and unsympathetic. This was due to lack of training in the art of supervision. The Director of Public Instruction and his colleagues in the Department should set a good example to all other subordinate officers at District and Block levels to act as friends, guides and philosophers of the school teachers.

The Educational Extension Officers under the Panchayat Samithi are involved in both administration and inspection of the Basic and elementary schools under their jurisdiction. This goes against the accepted principles of separation of inspection from educational administration. More over it is resulting in heavy clerical work on the part of the Inspecting Officers. So, establishment of local school boards is recommended for the administration of Elementary education, while the Inspectors appointed by the Government will inspect

the schools. The Government of Andhra Pradesh has taken similar action during the close of this investigation.

A government report from Bihar (4) agrees with the Andhra study that there is no criteria with the inspecting officers for the supervision of Basic schools. So, the Department of Education may evolve some criteria for the assessment of a Basic school and supply a comprehensive proforma to the Inspectors for use at the time of inspection, replacing the present vague proforma used by some of them.

**(b) Academic Guidance**

The Andhra study complained that the rigidity of the time table, daily routine, some of the rules and regulations of the schools and the Department of Education and the interference of some educational officers were coming in the way of following the dynamic methods of teaching for the realisation of the Basic school curriculum. Gupta Hazarilal (14) mentioned the rigidity of time table and the daily routine among several other difficulties the Basic schools are facing. Chauhan Surajpal Singh (8) also mentioned the rigidity of the time table as one of the drawbacks of U. P. Basic school.

A report on Basic education in Bihar (4 published by the Bihar Basic Education Board, Patna) claimed that the supervisors are helping the teachers in following basic methods of teaching. Perhaps this report contained what the Government expects the supervisors to do. Naturally in a Government report the picture of Basic education is painted bright. However, the Education Department may consider ways and means of giving more freedom to the class room teachers to follow the methods thought to be best by them to suit the local class situation, by reducing the above mentioned interference to the absolute minimum. More over the Educational Officers may be asked to give constructive suggestions to the teachers for following the dynamic and modern methods of teaching.

**(c) Research and Field Services**

At present the central classes are being used for teaching some demonstration lessons and discussions on certain educational topics under the leadership of Inspectors. The centre classes can be developed by them into local centres for educational research and training to encourage originality and experimentation in our schools. Inspectors should see that the central schools are equipped with highly qualified staff and good libraries for this purpose.

Charan B. D. (5) agrees with the Andhra study that the administrative and supervisory authorities were found to be less enthusiastic about Basic education and a few of them though were interested in it, had to face a multitude of difficulties in its implementation. None of them took care to conduct simple investigations into the problems they were facing due to lack of facilities and guidance. The Department of Education may try to find out why the guardians of Basic education themselves are not interested in this system and what difficulties they were facing. They should also be oriented to educational research, and library and guidance facilities should be provided to them. The Inspectors also could visit the training institutions frequently to get themselves into touch with the latest trends in education and research.

At present there is no arrangement for exchange of ideas between Basic schools on any successful techniques adopted by them. The supervisors who go round the schools may locate the better practices in all the schools and study some good schools, and disseminate the information to all schools in the centre classes, through mimeographed magazines, personal interviews with teachers and finally through publication of case histories of such effective schools.



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## APPENDIX I

### PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION: ANDHRA PRADESH.

RC. No. 125 B. III-I/64 Dated 3rd April 1964.

*Sub* :—A CRITICAL INVESTIGATION INTO THE PRACTICE OF  
BASIC EDUCATION IN THE STATE OF ANDHRA  
PRADESH.

Read. Letter dated 30th March 1964 from Sri C. S. Subbarao  
addressed to the District Educational Officers etc.

The undermentioned Officers are informed that Sri C. S. Subbarao, Lecturer, College of Education, Osmania University Hyderabad is carrying out an investigation into the practise of Basic Education. For this purpose, he has prepared a questionnaire intended to be filled in by the Basic schools, and he is despatching the questionnaires to the District Educational Officers concerned for distribution to the selected schools.

The District Educational Officers are requested to take early action in the matter.

All the District Educational Officers, Deputy Inspectors and the Extension Officers (Education) are further requested to give their full co-operation in the matter.

To

The Dist. Educl. Officers  
in the State.  
Copy to the Heacmasters  
of B. T. Schools in the State

Sd. V. RAMCHANDRAN  
For Director of Public Instruction

## APPENDIX II

C. S. SUBBARAO, M. A., M. Ed.  
3-4-663/22 Narayanaguda,

Phone 36004  
Ayderabad-20, A.P.  
March 30, 1964.

To

ALL DISTRICT EDUCATIONAL OFFICERS,  
ANDHRA PRADESH.

*Subject:* "A Critical Investigation into the Practice of Basic Education in the State of Andhra Pradesh"

Dear Sri,

You are aware that we are in a transition from the traditional Primary and Basic to the Seven Year Integrated Elementary Education in our State. It is hoped that a research on the above subject will throw some light on the correctness or otherwise of our Elementary Education policy and will offer some useful suggestions for achieving the qualitative and quantitative progress of Compulsory Elementary Education in future

To collect the necessary data for this research an exhaustive questionnaire for Basic Schools has been devised, (apart from other techniques) for distribution among the sampled schools in your district. The method of distribution of the questionnaire is according to the principles of Stratified Variable Fraction Random Sample Survey.

Kindly send the questionnaires as immediately as possible, since the schools are closing soon for the summer vacation and the whole data have to be got before the vacation commences. The Schools may be asked to send the filled questionnaires directly to me under intimation to your office

I am herewith sending copies of questionnaires for distribution. Please acknowledge receipt of the same and kindly give this your earliest possible attention.

Thanking and expecting your full cooperation.

Yours sincerely,  
Sd. C S. Subba Rao

Encls . 1. Copy of letter No. RC 125 B.  
III-1/64 dated 3rd April 196S.

2. Copies of questionpaire.

### APPENDIX III

C. S. SUBBARAO, M. A. M Ed.,  
3-4 663/22 Narayanaguda,

Hyderabad- 29, A. P.  
Phone 36004  
March 30, 1954.

To

ALL BASIC TRAINING SCHOOLS,  
ANDHRA PRADESH.

*Subject* - "A Critical Investigation into the Practice of Basic Education in the state of Andhra Pradesh"

Dear Sir,

You are aware that we are in a transition from the traditional Primary and Basic to the Seven Year Integrated Elementary Education in our state. It is hoped that a research on the above subject will throw some light on the correctness or otherwise of our Elementary Education policy and will offer some suggestions for achieving the qualitative and quantitative progress of Compulsory Education in future. In this connection it need not be overemphasised that the teacher training programme is vital for the success of the elementary stage of Education, as it is true with other stages.

To collect the necessary data for this research an exhaustive questionnaire for Basic Schools and Basic Training Schools has been prepared and sent to all schools, apart from other techniques followed. The answers for the questions should confine to the Activities. In the Basic Training Schools, unless there is scope for expressing an opinion on Basic schools. Since the questionnaire requires certain alterations to adopt the same to the Training Schools, the following Points may be noted.—

1. The Heads of Basic Training Schools need not answer the questions facing the following members .  
  
6, 9, 10, 11, 12, 32, 50, 51, 52, 54, 55, 58, 59,
2. Question No. 106 ; Please give an indication with regard to all types of books available in your library apart from the list provided there.
3. Ignore the grades (1 to 8) printed in the following questions and instead give the level and duration of the training courses



obtained in your institution i c. Matric One Year for Teachers, Matric two years for freshers, Middle training 2 years for teachers or freshers, Senior Basic 2 years or Junior Basic 2 years etc. 7, 8, 87, 88, 107 b. and 111

Since the Basic Training Schools occupy a strategic position in the field of Primary Education, one can expect ideas to flow from them. The researcher has high hopes to get rich data from the Training Institutions in connection with this research also, as the answers such schools give are more reliable, frank and truthfull. As in the case of every research the data the schools supply to me will be kept highly confidential and will be used for purposes of research only. I request my colleagues in the Basic Training Schools not to feel shy to put anything they like into this questionnaire

So, you are requested to fill in the enclosed questionnaire and despatch the same to the address given above, as immediately as possible.

Thanking you and expecting your full cooperation,

Yours sincerely,  
Sd C. S. Subbarao

## APPENDIX IV

Hyderabad  
12th April, 1964

From :

C. S. SUBBARAO, M. A. M. Ed.,  
Lecturer, College of Education,  
Osmania University

To

The Secretary to Government  
Ministry of Planning and Panchayat Raj  
Government of Andhra Pradesh, Hyderabad.

Sir,

Sub:—A Critical Investigation into the  
practice of Basic Education in the  
State of Andhra Pradesh.

I am carrying out an investigation into the practice of Basic Education in the State of Andhra Pradesh.

In this connection a questionnaire has been sent to all the basic schools in the state with a forwarding letter of the D. P. I. A copy of that questionnaire is enclosed for your reference along with the D. P. I.'s proceedings and reference.

Another questionnaire has to be sent to all the Inspecting Officer in the State. Copies of this questionnaire have been sent through the Education Department to the Dy. Inspectors of Schools, District Educational Officers, Inspectresses of Girls Schools and Regional Dy. Directors of Public Instruction.

I am approaching your department for favour of a letter of recommendation to the Dy. Secretaries (Edu) of the Z. Ps in the State and forwarding of this questionnaire to the respective Parishads and Samithies with instructions to the Dy. Secretaries and Extension Officers to fill the same and return to the address given blow within the earliest possible time.

I shall be highly thankful to you for this encouragement your department is giving to promote a useful research.

Thanking you,

Yours Faithfully,  
Sd/ C. S. Subbarao  
3 40663/22 Narayanaguda,  
Phone 36004

## APPENDIX V

Memorandum No. 2772/PR/64-1 Dated: 22-4-1964.

Sub: A Critical Investigation into the practice  
of Basic Education in the State of Andhra  
Pradesh - Regarding.

Ref: From Sri C S Subba Rao, Lecturer.  
Letter No. Nil Dated 12-4-1964

A copy of the letter cited together with sufficient number of copies of questionnaire is herewith sent to the Secretaries of Zilla Parishads. They are requested to distribute the copies among the Dy. Secretaries of (Education) and the Extension Officers (Education) for filling up the questionnaire. The questionnaire duly filled up may be returned direct to the address given below Any doubt may be got clarified from the author of the questionnaire at the address given below.

Sd. B. K. Rao  
Deputy Secretary to Government

To

The Secretaries of Zilla Parishads,  
through Chairman.

Copy to:

Shri C. S. Subba Rao,  
3-4-663/22 Narayanguda, Hyderabad-29.

## APPENDIX VI

To

THE HEADMASTERS OF BASIC SCHOOLS  
BASIC TRAINING SCHOOLS.

Sir,

This research is designed to find out how the basic system of education is being implemented in our state.

I am glad to inform you that your school is selected for co-operating in this research. So, I shall be very grateful to you, if you send the replies to the questionnaire within one week by book-post.

I shall be glad to receive any details connected with the practice of Basic education found out from your experience

With grateful thanks

Yours sincerely:  
C S. Subba Rao.

## QUESTIONNAIRE

N.B (1) Please check ( ) against the items with which you agree cross (X) if you disagree and dash (—) against those items which you consider as doubtful ,



		Class							
		1	2	3	4	5	6	7	8
July-1962	Boys								
	Girls								
March-1963	Boys								
	Girls								

9. Reasons for the remaining boys and girls in the village not attending

- 1. Parents have not realised the importance of education
- 2. Parents send the children to work as domestic servants
- 3. Children have to attend to domestic duties, when parents go out for employment
- 4. Economic distress
- 5. Wealthy people think that education is not necessary for their children
- 6.
- 7.
- 8.

10. Measures taken to attract more children to schools

- 1. Award of scholarships
- 2. Arrangement of free midday meals
- 3. Free distribution of educational equipment like slates books etc
- 4. Establishment of Parent Teacher Association and encouraging the parents through it to send their children to the school
- 5. Organisation of lectures on the importance of education
- 6. Making people recognise the importance of education through organisation of Dramas, Burrakathas, Harikathas

- 7. Personal contact with parents
- 8. Making the school programmes interesting
- 11 Upto what grade the basic pattern is operating ?
- 12. State the reasons for not being able to introduce basic pattern in other grades
  - 1. Government has not converted all grades into basic pattern
  - 2. Lack of public enthusiasm and co-operation

## II. SCHOOL BUILDINGS

13. Indicate the nature of the building in which your school is housed.
- |   |                |
|---|----------------|
| — 1. Rented building                                | —5 Cattle shed |
| — 2. Government building                            | —6a Temple     |
| — 3. House which was built by the public for school | b Church       |
| — 4. Village chavadi                                | c Mosque       |
14. Mark the location of your school against items given below
- |                      |                        |
|----------------------|------------------------|
| — 1. Near the Market | 2 Near the Weekly fair |
| — 3. „ Factory       | 4 „ Cinema             |
| — 5. „ Tavern        | 6 „ Outskirts          |
| — 7. „ Fields        | 8 „ Tank               |
| — 9. „ Garden        | 10 „ Main road         |
| — 11                 | 12 „                   |
15. Were any alterations made after your school was converted into basic pattern ? Yes..... No.....
- 16 Please check how you obtain assistance for making the necessary alterations in the school buildings ?
- 1. Government funds.
  - 2. Contribution in the shape of

— a) People's funds

3 Student-teache  
co-operation

— b) Shramdan

—a) Collection of  
subscriptions

— c) In kind

—b) Shramdan

17. Do you have accommodation facilities for conducting the following programmes.

Sl. No.	Item	Separate Place available	Sufficient place avail- able	Ventilation Satisfac- tory
1.	Class-room teaching			
2.	Basic crafts			
3.	Assembly			
4.	Reading room			
5.	Library			
6.	Store room			
7.	Exhibition			
8.	Museum			
9.	Agriculture			
10.	Fine Arts			
11.	Cultural Activities			
12.	Hostel			

18. Indicate the reasons for not obtaining a suitable building for school.

— 1 Suitable buildings are not available in the place.

— 2 People are not contributing money for the construction of the building

— 3 Government is not sanctioning funds for construction of buildings



- 4. There is no enthusiasm in public for a building
  - 5 Those who have good buildings are unwilling to give the same for housing the school
  - 6.
  - 7
  - 8
19. What type of lavatories and urinals do you have in the school ?
- 1 Compost latrines 3 Ordinary type
  - 2. Cement latrines 4 No latrines available
- 20 How much of land is available for your school for the following.
- In Sq Yards
- 1 Agriculture
  - 2 Gardening
  - 3 Orchard
  - 4. Play ground
  - 5. School building

### III DETAILS ABOUT TEACHERS

	Men	Women
21. Number of teachers sanctioned for your school	—	—
22. Number of teachers working in your school at present	—	—
23. Number of teachers left during 1962-63.	—	—
24. Number of teachers came in such vacancies	—	—
25. Number of teachers still required for the school.	—	—
26. Are there teachers in your school with special training in the following subjects	—	—
— 1 Basic crafts		—4. Dance
— 2. Cultural activities		—5. Drill
— 3. Drawing		—6. Scouting

27. Are you able to organise the above programmes successfully, even when there is no specially trained teacher in your school?
28. Are teachers receiving salaries in time? Yes \_\_\_\_\_ No \_\_\_\_\_
29. Indicate the reasons for not receiving the salaries in time: —
- 1. Late sanctioning of the budget
  - 2. Delay in higher offices
  - 3. Objections of the auditors
  - 4. Inability of the teachers to prepare pay bills correctly
  - 5. Due to absence of a treasury or bank near about.
  - 6. Central schools are given the job of claiming the salaries
  - 7.
30. Do your colleagues cooperate with you in the implementation of the basic system of education? Yes \_\_\_\_\_ No \_\_\_\_\_
31. Indicate the reasons in case there is no co-operation from your colleagues.
- 1. There is no enthusiasm for Basic education on the part of the teachers
  - 2. They do not have interest in the teaching profession.
  - 3. They feel this system is not suitable for the new mechanical age.
  - 4.
32. How many teachers of your school want to go back to the traditional elementary schools? \_\_\_\_\_
33. Do you feel that your co-teachers have received sufficient training for running a basic school successfully? Yes——No——
34. If not what are the drawbacks you observed in the basic teacher training programme?
35. Which of the following records are being maintained by your assistant teachers?
- 1. Annual plan
  - 2. Record of students Cultural & Social activities.
  - 2. Monthly plan
  - 4. Physical Development

- 5. Daily lesson plan                      — 6. Scholastic progress
- 7. Monthly progress report      — 8. Personality development
- 9. Teachers individual craft      — 10. Students progress in crafts
- 11. Notes from self-study      — 12. Aptitudes & Attitudes
- 13. News of Student cultural  
      & Social development      — 14. Physical Development

36. Indicate the daily average time devoted by the teachers for the following activities -

<u>Activity</u>	<u>Time devoted</u>
1. Class room teaching	Hrs — Mts
2. Practical work	
3. Community work	
4. Preparation for teaching	
5. Cultural activities	
6. Office work	
7.	
8.	
9.	

37. Have any teachers in your school produced any basic education literature (essays, books, songs, dramas, teaching aids) If so please give details regarding the teacher, and the name of the agency if the same has been published.

#### IV. COMMUNITY LIFE AND PUBLIC ATTITUDE

38. Indicate in the proforma given below the community activities conducted during the academic year 1962-63 in your school :

Sl. No Community Activity	Once in how many days	Conducted under student leaders management	Is there co-operation from villager
1. Community prayer			
2. School cleaning programme			
3. Village cleaning programme			
4. Community dining			
5. Students midday meals			
6. Sutravagna			
7. Birth days of great men national, social, political cultural, religious festivals			
8. General body meetings of students to discuss school affairs on parliamentary methods			
9. Educational excursions			
10. Social service programmes (epidemics, fire accidents, cleaning, collections for N.D.F) etc.			
11. Burrakatha, Hari-katha, Bhagavatam, Music, Dance, Drama			
12. Exhibition			
13. Museum			
14. Sports competitions			
15. Children's festivals			
16. School court			
17.			
18.			
19.			

39 Are the following qualities developing in the students when they are sufficiently trained in the community activities

- |                                 |   |
|---------------------------------|---|
| — 1 Discipline                  | — 13 Responsibility                               |
| — 2. Work mindedness            | — 14. Team spirit                                 |
| — 3 Initiative                  | — 15. Leadership                                  |
| — 4. Tact                       | — 16 Comradeship                                  |
| — 5. Self reliance              | — 17 Cooperation                                  |
| — 6. Intelligence               | — 18 Readiness to take orders                     |
| — 7 General skills              | — 19 Patriotism                                   |
| — 8 Liking for village life     | — 20 Patience                                     |
| — 9 Dignity of manual labour    | — 21 Care of school<br>and community property     |
| — 10. Desire for social service | — 22. To own mistakes                             |
| — 11 Frugality                  | — 23. Capacity to appreciate other points of view |
| — 12 Reverence to God           |   |

40 Is the attitude of the public favourable to the community programmes conducted in basic schools? Yes            No           

41. In case the attitude of some people is not 'favourable to certain programmes, the reasons may be indicated.

- 1. People do not agree for their children to do manual work.
- 2 Students are being heckled with nick names such as 'Cotton carders' 'Weavers' etc
- 3. People feel that their children were not being educated through the Basic system.
- 4. People are unable to understand the importance of basic education.
- 5. People are lazy.
- 6. Due to lack of basic trained teachers

1. People are not understanding the system

2. Programmes are not implemented properly and so the public attitude is prejudiced

- 7. People are afraid of new systems
- 8. People do not like all castes to work together
- 9.
- 10.

42. Is Basic education getting public patronage? Yes\_\_\_\_\_No\_\_\_\_\_

43. In case you think that Basic education is not getting public patronage please indicate your reasons for the same.

- 1. Parents of basic school students are not cooperating with the school as they fail to understand this system properly.
- 2. Teachers do not have either complete knowledge or conviction regarding this system of education.
- 3. Basic education is not properly dovetailed with the higher stages of education.
- 4. Teachers and administrators with enthusiasm, efficiency and capacity to make this new education successful, are lacking.
- 5. The material and social conditions for the growth of this system are not obtained in the country at present.
- 6. The programmes for the implementation of this system of education are not only loose, but also unsatisfactory.
- 7. The place given to craft work and self-sufficiency in this system is not liked by all.
- 8. The community life in schools is mechanical as people have not understood the objectives of community living.
- 9. This system is not in agreement with our national economic, technical, industrial objectives.
- 10. The main principles of this system i.e. Correlation and activity centered learning have proved a failure.

- 11 This system involves a lot of expenditure and so it is not progressing satisfactorily.
- 12. Failure to appoint efficient trained teachers on higher salaries.
- 13. As basic crafts are village oriented this system is unpopular in the cities.
- 14. Influential persons in the society are sending their children for education to foreign countries, public schools, convents, English medium schools So, the status of basic school is not rising.
- 15. There are no model basic schools.
- 16 Craft instruction is not properly carried out
- 17 All elementary schools are not converted into Basic pattern.
- 18. The managers are unwilling to convert the aided schools into basic pattern.
- 19. The necessary literature and other techniques are not available for the propagation of basic system of education.
- 20. Absence of power driven crafts in basic schools.
- 21. The idea that the standard of education in other schools is higher than in basic schools
- 22 Trained graduates are not appointed as Head Masters of basic schools,
- 23. Lack of proper guidance either from the State Education Department, or other officers and inspectors.
- 24. Students are not sufficiently encouraged by giving scholarships, midday meals, slates etc
- 25. Teachers do not have free and proper living accommodation.
- 26. Disregarding the interests, and aptitudes of students, the school is teaching certain crafts only, depending on its convenience
- 27. Lack of text books based on correlated teaching.
- 28. Craft proceeds are not used for the school.

- 29. Officers of the local authorities do not have sufficient understanding of basic education.
- 30. Lack of professional journals to disseminate latest techniques and principles of teaching.
- 31. The officers in the Education Department are trying to make the basic scheme a failure.
- 32. The educational standards and training of the present day teachers are not satisfactory.
- 33. The idea that basic system is utopian and not practical.
- 34. The Congress Government is forcibly implementing this system in the country, as this idea is given by Mr. M. K. Gandhi.
- 35. The following necessary facilities are lacking for making this system a success.
  - 1. Teachers trained in correlated teaching.
  - 2. Text books suitable for this system of education.
  - 3. Guide books which are helpful for teachers.
  - 4. Implements required for the proper working of crafts.
  - 5. Suitable buildings, land and irrigation facilities.
- 36.

44. Please indicate the measures which you have taken to get public patronage for the basic system of education.

- |   |  |
|---|--|
| — 1. Social service                                   | — 2. Ballads, Harikatha, Drama, Songs    |
| — 3. Formation of local Education Committee           | — 4. Meetings and conferences            |
| — 5. Processions on special occasions                 | — 6. Celebration of Basic education week |
| — 7. Convincing people individually about this system | — 8. School annual day                   |



- |   |   |
|---|---|
| — 9. Exhibitions  | —10. Museums  |
| — 11. Sutrayagna  | —12. Sports competitions  |
| — 13. Preparation of compost according to new methods   | —14. Implementation of Constructive programme through basic school                  |
| — 15. Bringing students to school daily   | —16. Adult Social Educational Programmes  |
| — 17. To cultivate friendship with people opposing basic education with a view to convince them | —18. Fixing a day in a week for people to see this system of education in practice. |
| — 19. Exhibiting films on this system   | —20. Distribution of propaganda literature  |
| — 21.   | —22   |

45 Please suggest further measures that can be taken for the propagation of Basic education

- 1. Sanctioning one motor van to every basic training school for propaganda purposes
- 2. Expert committees should visit the schools in the state and tender advice to schools
- 3. Efforts should be made to raise the standard of the students, as they form the tools of propaganda for basic education
- 4. The legislators should carry out propaganda for this system with the help of the Director of Public Instruction.
- 5. The Information Department and the A. I. R. should do propaganda for this system
- 6. Propagandists should be employed for propagating the importance of this system.
- 7. Basic education should be made progressive by adopting scientific techniques and it should be made popular.

46. What are the social evils present in your locality.

- 1.
  - 2.
47. What are the responsibilities which your school has taken for eradicating the name,
- 1.
  - 2.

## V. SCHOOL ORGANISATION

48. How is your school programme decided ?
- 1. Staff meetings weekly (       ) fortnightly (       ) monthly (       ) are held to decide the school plan.
  - 2. The Headmaster decides the school plan.
  - 3. The school programmes are decided with the co-operation of the students.
  - 4. The plan of school programmes is prepared and sent by the following offices.
 

— a. Secretariat	— b. Education Secretary
— c. Director of public Instruction	— d. Regional Deputy Director of Public Instruction
— e. District Educational Officer	— f. Basic Education Officer
— g. Basic Training School	— h. Zilla Parishad
— i. Panchayat samiti	— j.
  - 5. The school programmes are decided in consultation with the local people.
  - 6. With a view to face the circumstances as they arise no school programme is contemplated.
49. How is the student self-government organised in your school ?
1. It is based on the pattern of the following institutions.
 

— 1. Village panchayat	— 2. Panchayat samiti
------------------------	-----------------------

- 3. Municipality
- 4. Zilla parishad
- 5. State Assembly
- 6. Central Parliament
- 7. United Nations Organisation
- 8. Appointment of pupil leaders by the Headmaster for special programmes
- 9. Class Committees
- 10. School committee
- 11. Students Union
- 12. Special Committees of the class and school
- 2. Are you giving the students the complete responsibility of running the school on certain days Yes — No. —
- 3. How many members are there in the Student Ministry? Please indicate their designations and duties Number —

Designation

Duties

1.

2.

3.

4

5

Yes

No.

- 50. Are your teachers discussing the problems of the students with the parents?
- 51. Do the parents come to the school for inquiring about the progress of their children?
- 52. Is there a Parent-Teacher Association for effecting cooperation between them?
- 53. Is there a School Educational Advisory Committee with representation of the local people?
- 54. Are your students taken into higher grades in other schools without being examined?

55. If your school is a single teacher school please give below the special difficulties which you are facing in implementing the programme of basic education

1.

2.

3.

56. In case your school is running on shift system, indicate the difficulties in the implementation of basic education

1.

2.

3.

57. If you have fixed definite targets for the curricular and co-curricular activities, list the same below.

1.

2.

3.

58. Indicate the system of teaching followed in your school

— 1. Class teacher system

— 2. Subject teacher system

— 3. Mixed system

59. According to 58 above if the class teacher system is in vogue,

a) Please state whether you follow the method of dividing the school time into periods giving bells at the end of each period?

b) Has the teacher freedom to devote his time according to his plan to provide the maximum benefit to the pupils.

60. If the system of giving bells at the end of each period was in vogue please state duration of the period and how the morning and afternoon sessions are divided?

Time	From	To	Number of periods
Morning			
Interval			
Afternoon			

61. Please give in the proforma below the items taught under the curricular and co-curricular programmes.

Curricular subjects	Periods per week	Co-curricular Programmes	Periods per week	Time before/in after school time
1. MotherTongue		1. Dramas		
2.		2.		
3.		3.		
4.		4.		

62. State the items which are given as home work under each subject and indicate how much time you expect the student to devote for each of them.

Subject	Item of home work	Time devoted by student per week
1.		
2.		
3.		

63. Please list the purposes in giving home work assignments.

- 1.
- 2.
- 3.

64. State how many times the following officers have visited your school during the academic year 1962-63

1. Name of the officer	Purpose of visit	Frequency
1. Minister for Education		
2. Education Secretary		
3. Director of Public Instruction or Dy. Director		
4. Basic Education Officer		
5. District Educational Officer		
6. Chairman, Zilla Parishad		
7. Dy. Secretary, Education, of the Zilla Parishad		
8. Dy. Inspector of Schools or Extension Officer		
9. Tahsildar		
10. Block Development Officer		
11.		
12.		

## VI METHODS OF TEACHING

65. Are you following the correlated technique of teaching as one of the methods of teaching ?
66. In case correlation technique is followed please state which of the following items are providing more opportunities for following the same.
- |                                 |                                |
|---------------------------------|--------------------------------|
| — 1. Craft work                 | — 2. Economic environment      |
| — 3. Social environment         | — 4. Physical environment      |
| — 5. Nature study               | — 6. School community life     |
| — 7. School cultural activities | — 8. Social service programmes |
67. Give below some of the situations which are helpful for correlation.

- 1.
- 2.
- 3.

68. Give topics under subjects which are difficult to correlate.

Subjects

Topics

- 1.
- 2.
- 3.

69. Are you using the following techniques of teaching in your school ?

- |  |                       |
|--|-----------------------|
| — 1. Project method                    | — 2. Problem method   |
| — 3. Excursions (Direct method)        | — 4. Radio            |
| — 5. Use of sound films and filmstrips | — 5. Group techniques |

70. What are the difficulties you are experiencing in following correlated techniques of teaching ?

1. Lack of Literature on correlation.
  - a) Text books
  - b) Guide books
  - c) Books on correlation
  - d)
- 2. Lack of reference libraries with books on correlated technique.
- 3. Headmasters trained in basic education and who have conviction are not appointed.
- 4. Basic training schools are not emphasising this method
- 5. Help from the following persons is not forthcoming :
  - a. Assistant teachers
  - b. Educational Officers
  - c. Parents and local people

— d. Other officers

- 6. In case of difficulty in following correlated technique there is no expert guidance to the teachers.
- 7. Teachers do not have the necessary proficiency to teach crafts.
- 8. All teachers do not have equal efficiency in all subjects for correlating all knowledge through craft activity.
- 9. The fear that logical order will be disturbed if correlation is followed.
- 10. Allotment of different periods for different subjects is not useful for the promotion of the correlated technique.
- 11. Children are not evincing interest in the lessons taught through this technique.
- 12. There are no facilities for the introduction of different crafts.
- 13. Parents are not willing for their children to do manual labour.
- 14. Funds are not provided for the promotion of this technique.
- 15. This technique is not convenient for teaching some subjects.
- 16. Indifference of officers and teachers, who have not received basic training.
- 17. Teachers having faith in basic education are not selected.
- 18. Syllabus is not in accordance with the social environment for the purpose of making this technique successful.
- 19. This technique is not successful due to certain defects in the organisation of schools.
- 20. The material and the teaching-learning aids are lacking for making this technique successful.
- 21. Teachers who possess the minimum educational qualification i.e. Matriculation cannot implement the Basic system properly.
- 22. The following have no belief in basic education.
  - 1. Headmaster
  - 2. Leaders



- 3 Assistant teachers
- 4. Local people
- 5. Educational officers

71 Indicate your suggestions for removingt difficulties which usually come in the way of following the correlated technique of teaching in basic schools

- 1. The teaching of items of knowledge which cannot be correlated either with the craft, physical or social environment should be postponed.
- 2 Items that can not be correlated should be taught in the ordinary way.
- 3 Instead of taking up complex programmes, simple activities should be made the centres for correlation.
- 4 The teachers should possess integrated scientific knowledge for making this method successful.
- 5 The schools should be given the benefit of researches conducted in different parts of the country
- 6 Teachers should make a comprehensive study of all the literature available on correlation
- 7 The curriculum and syllabi should guide the teachers for making this technique successful
- 8 Curriculum should be so revised as to cater to the local environment for making this technique successful.
- 9. The teachers should have freedom to frame the details of the curricular programmes under a broad frame of work suggested by the Education Department
- 10. Basic Training schools should give more importance to the correlated technique of teaching.
- 11. Ideal guide books for teachers and text books for pupils in regional languages for pupils should be supplied.
- 12 The Universities and the Research Institutes should carry out thorough research in the correlated technique of teaching and supply the results to the schools,
- 13.
- 14
- 15,

72. Check the types of correlation followed in your school.

1. Collateral correlation
2. Unilateral correlation
3. Multilateral correlation

73. Are there some teachers in your school who have prepared literature on how to teach certain topics following the correlated technique, based on their teaching experience? If so, please give the details below.

Sl. No	Name of the teacher	Subject and topic correlated	Situations used for correlation
1.			
2.			
3.			

( Please enclose a copy of a correlated lesson plan )

## VII. CURRICULUM AND SYLLABUS

74. Do you feel that the objectives of basic education and the new social order envisaged by it can be achieved through the current curriculum of basic education?

Yes No

75. Do you have the copies of the following syllabi in your school?

- 1. Syllabi in different school subjects.
- 2. Syllabus for different Crafts

76. Did you consult any other syllabi? If so, please give details below:

- 1.
- 2.
- 3.

77. Are you able to complete the syllabus, if you are adopting the methods and techniques taught in the training institutions?

78 Do the following items obstruct the curricular practices?

- 1. Time table
- 2. School rules
- 3 Rules and regulations of the Education Department
- 4.

79 Do you feel that status of Basic education will rise, if English is made the medium of instruction from the lower grades ?

80 Give your suggestions for making the curriculum more useful to the teachers.

- 1 Various craft processes should be suggested for each of the items of syllabus
- 2 Teachers should chalk out the details of the curriculum to suit the local conditions and environment, under a 'broad scheme suggested by the Education Department.
- 3 Syllabus should give specific and concrete directions and avoid all vagueness
- 4. The items of the syllabus should be so selected as to suit the different grades.
- 5. Instead of the government prescribing any curriculum, it should supply syllabi constructed by different agencies (Hindustani Talimi Sangh, Government of India and the different state governments.)
- 6. Equal place should be given for theory and practices in the curriculum.
- 7. Teachers should prepare the curriculum in accordance with the children's needs and environment.
- 8. Curriculum should be written in the regional languages and supplied to schools.
- 9. The items in the syllabus should be divided into the following categories.
  - 1. Gradewise specific educational objectives
  - 2. Items of knowledge

- 3. Activities useful for correlation
- 4. The teaching aids necessary for such activities.
- 10. Suitable text books are not being prescribed for the realisation of the syllabi
- 11. Correlated technique should be given due place in the practical course of the basic training schools
- 12. Curricula should be prescribed on the basis of thorough researches
- 13. An expert committee should be asked to prepare a thorough curriculum
- 14. The benefit of the experiences of the basic teachers should be given to the Basic curriculum.
- 15. The objects of the curriculum get set-back due to examinations.
- 16. Curriculum should be developed in the workshop of teachers and experts of basic education.

81. 1. Are you using the following types of books in your school?

- 1. Guide books for teachers
- 2. Text books for students

82. What kind of guide and text books are useful for basic schools in your opinion?

- 1. The text books should contain activities and programmes for the items of knowledge mentioned in the syllabus.
- 2. The guide books should show how the items of knowledge, programmes mentioned in the syllabus and text books should be correlated to activities.
- 3. Text books should be written taking the local, social, economic and physical environments into consideration.
- 4. The items of knowledge in the text books should be based on the results of researches on the aptitudes and attitudes of children at every stage.
- 5. Items of knowledge in text books should be related to the objectives of the new social order envisaged by Nair Tatim.

83 Are separate text books necessary for basic schools ? If so, state your reasons

-- 1.

-- 2.

-- 3.

84. Do you believe there is no need for text books if students made notes of all the educational activities in the school

### VIII CRAFT WORK

85. What are the objectives of teaching crafts according to you ?

-- 1 To teach different subjects through craft work.

-- 2 To give vocational training to the students.

-- 3. To make worthy use of leisure time.

-- 4 To give training to the senses and muscles.

-- 5. To earn money for the school through the sale of craft products

-- 6. To enable the pupils to help their parents in their vocations.

-- 7. To inculcate the attitude of dignity of labour in students.

-- 8.

-- 9.

-- 10

86 Indicate the principles you have followed in the selection of crafts taught in your school.

- 1 Decisions of the Government.

- 2. Availability of the following locally :

-- (a) The raw material.

-- (b) Craft implements

- (c) Facilities for repair of craft implements
- (d) Technical help from craftsmen.
- 3. Need and demand for craft products in the locality.
- 4. Possibility of teaching different school subjects through the craft.
- 5. Aptitude of students for the craft.
- 6. Possibility of employing a great number of students in this craft.
- 7. Availability of trained teachers for teaching the craft.
- 8. Many parents and others practice the craft as their vocation.
- 9. Students can suitably and easily work this craft.
- 10. Students like to do this craft.
- 11. Possibility of less cost and increased earnings through this craft.
- 12. Parents advice to children for learning this craft.
- 13.
- 14.

87. What are the crafts introduced in your school? Mark them in the table given below :

Sl No	Crafts	Grades	Main Craft	Subsidiary
1.	Spinning			
2.	Weaving			
3.	Gardening			
4.	Agriculture			
5.	Carpentry			
6.	Book-binding			
7.	Art			
8.	Pottery			

(1)	(2)	(3)	(4)	(5)
9.	Leather work			
10	Navartape weaving			
11.	Mat weaving			
12	Clay modelling			
13.	Tailoring			
14.	Kambal weaving (Rugs)			
15	Paper work			
16.	Paper making			
17.	Cardboard modelling			
18.	Embroidery			
19	Basket weaving			
20	Tatties weaving			
21.	Toy making			

88 Give the number of major and minor crafts introduced.

Grades	Major Crafts	Minor Crafts
1.		
2.		
3		
4		
5		
6.		
7		
8		

89. Are all the crafts given equal time ? Yes—No—

90. How much time is given for the major and minor crafts in a week ?

Crafts	Time	
	Hrs.	Mts.
Major craft	— — — —	— — — —
Minor craft	— — — —	— — — —

91. What principles have guided the students to select the crafts in the school ?

- |  |                                       |
|--|---------------------------------------|
| — 1. Ability to do the craft.                      | — 2. Aptitude for the craft.          |
| — 3. Interest in the craft                         | — 4. The craft is easy to do.         |
| — 5. More money can be earned through this craft.  | — 6. The craft is compulsorily given. |
| — 7. Other crafts are not available.               | — 8. Parents advice.                  |
| — 9. The craft is hereditarily done by the family. | — 10.                                 |
| — 11.  | — 12.                                 |

92. Are the craft implements supplied to you sufficient for all the students ? Indicate your response craft-wise, if the answer is in the negative.

Craft	Deficiency
— 1.	
— 2.	
— 3.	

93. Indicate the mode of repair of the craft implements.

- 1. Teachers are repairing the craft implements.
- 2. Students themselves are repairing
- 3. Students repair with the help of the teachers.
- 4. Local craftsmen repair the implements.
- 5. Repairs are got done by the Central Craft Stores.



- 6. Craft implements are not repaired at all.
- 7. The necessity of repairs has not arisen.

94. Reasons for the unsuccessful craft work.

- 1. Craft implements are not received in time
- 2. Lack of budget and suitable road for transportation of craft implements.
- 3. The accessories of the craft implements have not been completely supplied.
- 4. The implements are not in good condition
- 5. Suitable implements are not supplied
- 6. Raw materials have not been supplied to the school.
- 7. Raw material have not been supplied in time.
- 8. The raw material supplied is not sufficient
- 9. The raw material is not of good quality
- 10. There is no shop for the disposal of the craft products.
- 11. Trained craft teachers are not employed in the school.
- 12. The Education Department has not given definite instructions as to how to operate the craft work.
- 13. The craft budget is not communicated in time
- 14. Accommodation for organising craft work is lacking.
- 15. Sufficient funds are not provided for craft instruction.
- 16. Literature is not available for consulting on how to teach the crafts.
- 17. The age of the boys and girls is not suitable for doing the craft work.
- 18. Craft instructors do not have capacity and interest to organise craft work
- 19. Conditions for doing the craft work are not favourable

95. From which grade craft work should be organised

1. . . 2 . . . 3 . . . 4 . . . 5 .. . 6 . . . 7. . . 8..

96. How are the craft implements and raw material supplied to your school ?

1. Locally purchased.
2. The Government is supplying.
- 3.
- 4.
- 5.

97. Indicate your suggestions for the proper supply of craft implements and raw materials.

1. The officers should supply the craft material.
2. Facilities should be created for the school to purchase.
3. Government should supply the craft material through the Central Stores and Purchase Department.
4. The Director of public instruction should take this responsibility.
5. A regional craft store should supply the craft material.
6. The Deputy Inspector of schools should be given the powers to supply the craft material.
7. The Basic Training schools should take this responsibility.
8. A supply bureau should be established to work under the Block Development Officers.
- 9.
- 10.
- 11.

98. How do you dispose off the craft products ?

- 1.
- 2.
- 3.

99. Indicate your suggestions for the disposal of the craft products.

1. Craft products should be sold to students for a nominal cost.

- 2. Craft products should be given to students free of cost.
- 3. Student's hostels should be given craft products for a nominal price
- 4. Craft products should be sold to the different government institutions like the hospitals and other departments through the Central Stores and Purchase Department
- 5. A central disposal unit should take up this work.
- 6. A cooperative society should be entrusted with this work.
- 7. An annual exhibition should be organised to sell the craft products on commercial scale
- 8. Sales departments should be organised in the Basic Training Schools
- 9. Sales wings should be set up in the Block Development offices
- 10. To promote quick sales, rebates should be given.
- 11
- 12

## IX SELF-SUFFICIENCY

100 Give the details of the income and expenditure regarding crafts in the proforma given below.

Sl No	Name of Craft	Expenditure	Value of products	Total income
1.				
2.				
3.				
4.	Grand Total			

101 State the reasons for more expenditure or income in the production and sale of craft products.

1. Reasons for more expenditure than the income,
  - (a)

(b)

(c)

2. Reason for more income than the actual expenditure.

(a)

(b)

(c)

102. What is the kind of self-sufficiency you are aiming at ?

- 1. Self-sufficient local community.
- 2. Self-sufficiency school community.
- 3. Self-sufficient and self-reliant individual.
- 4. To get the money spent on raw materials.
- 5. To get the remuneration of the teachers through the sale of craft products.
- 6. To get the money sufficient for midday meals of pupils.
- 7. To get money for the students school uniform.
- 8.
- 9.

103. What, according to you, are the modifications needed in craft programme to attain self-sufficiency ?

- 1. Craft work should not be given more importance in the name of self-sufficiency than it really deserves
- 2. Self-sufficiency is not complete, if students do not get equal proficiency in both craft and scholastic attainments.
- 3. The earnings which are expected to be made by the pupils of a given grade should be determined on the basis of Inspector's reports.
- 4. Quality of craft products is more important than the quantity for real self-sufficiency.
- 5. If the advice of experts in the different crafts is available, self-sufficiency will increase.

- 6. The standards of self-sufficiency should be determined on the basis of the average progress of the students in a particular region.
- 7.
- 8.

## X SCHOOL LIBRARIES

104. Give the number of books available in your school library according to the proforma given below

Subject	Number of books for teachers	Number of books for students	Total
1 Education			
2. Basic Education			
3. Social Education			
4. Social Studies			
5 General Science			
6. Mathematics			
7. Arts and Crafts			
8. Telugu			
9 English			
10. Hindi			
11. Urdu			

105. How is collateral reading organised in your school ?

- 1. Collateral reading is not organised.
- 2. Collateral reading is not being supervised by the teachers, but students are encouraged to do the same
- 3. Collateral reading is done by students under the direct supervision of the teachers
- 4. Collateral reading is organised under the supervision of the class monitors.

1106 Please indicate in the pre-form given below the types of books which are read by the pupils.

Sl No	Details of the books taken by the students	Grades							
		1	2	3	4	5	6	7	8
1	Children's magazines								
2	Picture books								
3	Children's songs								
4	Picture books								
5	Picture								
6	Biographies and autobiography								
7	Small books relating to science								

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Indicate in the matrix program given below the type of error that this is.

	Detail of note.	Grades							
		1	2	3	4	5	6	7	8
1.	Book reviews								
2.	Essays								
3.	Eponyms								
4.	Quotations								
5.	Synonyms								
6.	Meanings of difficult terms								
7.									
8.									

## XI EXAMINATIONS

108. What is the frequency of examinations in your schools ?

- |                 |                 |
|-----------------|-----------------|
| — 1 Weekly      | — 2 Fortnightly |
| — 3 Monthly     | — 4 Quarterly.  |
| — 5 Half yearly | — 6 Annually    |

109. Who conducts the annual examination ?

Sl No	Agency conducting the examination	Grade							
		1	2	3	4	5	6	7	8
1.	Class teachers								
2	Subject teachers								
3.	Head Master								
4	Dy Inspector of schools								
5	E S L, C Board								
6.	Local Education Committee								
7.	Panchayat Samiti								
8	Zilla Parishad								
9	District Education Officer								
10									
11									

110 What factors are taken into consideration for promoting the students into the higher grades ?

- 1 Teacher's records maintained for each child.
- 2 Students records.
- 3 Marks obtained in the annual examination.
- 4 The average marks of the monthly tests
- 5 Average of the marks obtained in the monthly and annual examinations.
- 6 Good conduct.
- 7. Attendance.

- 8. Pressure of the parents.
- 9. Recommendations.
- 10. Caste and communal considerations.
- 11.
- 12.

111. Please indicate the type of the records maintained by the pupils of your school.

Sl. No.	Records	Grades							
		1	2	3	4	5	6	7	8
1.	Daily plan								
2.	Daily diary (progress report)								
3.	Monthly progress report								
4.	Craft record								
5.	Report of the proceedings of school assembly								
6.	Report of the cultural and social activities conducted in school.								
7.									
8.									

## XII. RESEARCH

112. If some experiments or researches have been conducted with regard to Basic education in your school, then please give the details of the same.

- 1.
- 2.
- 3.

113. Suggest the items of research that should be taken up in the different areas of Basic education.



	Area	Items
	1. Objectives	
	2. Curriculum	
	3. Syllabus	
	4. Methods of teaching	
	5. Teaching aids	
	6. Text books	
	7. School administration.	
	8. School organisation.	
114.	Give your suggestions for conducting experiments and researches in basic education.	
	1. A research society should be established with experienced and capable basic teachers	
	2. A research wing should be established at the Director of Public Instruction's office and experts specially selected should be posted.	
	3. A basic trained graduate in every basic training school should be given facilities of time etc. for conducting research.	
	4. Study circles of officers and basic trained teachers should be organised for conducting researches on some special problems.	
	5. A State Research Centre should be established and the same should be situated in a Basic Training College.	
	6. The Government should establish an autonomous centre.	
	7. The Headmasters of basic schools should be asked to incorporate their experiences in their annual reports	
	8. Experimental research should be made compulsory in B Ed. and M. Ed. degree examination courses.	
	9. Efficient research scholars should be awarded research fellowship upto Rs. 200/- p. m. and they should be asked to conduct research on certain special problems.	
	10. The teachers in the basic training schools and colleges should take up some joint projects of research.	
	11. A central library with good books in Basic education should be established for creating necessary atmosphere for research,	
	12. A Basic education manual should be compiled,	

## APPENDIX II

C. S. Subbaro, M. A. M. Ed.,  
3-4-663/22 Narayanaguda.

Hyderabad-29, A. P.,  
April 11, 1964;

Dear Shri

Sub:- A Critical Investigation into the Practice of Basic Education in the State of Andhra Pradesh

Ref. Proceedings of the Director of Public Instruction, Andhra Pradesh Re. No. 125 B III-1/64, Dated. 7rd April, 1964.

Let me have the pleasure of inviting your kind attention to the proceedings cited in connection with the subject mentioned above and request you to acknowledge receipt of the same along with the packet of questionnaires sent by registered book post. I am sure you have already despatched the copies of questionnaire to the respective schools as per the list supplied. Please instruct the school to send the filled questionnaire directly to me before the vacation commences, without fail, under intimation to your office. I will be highly grateful to you for this obligation.

Further I am enclosing two copies of a questionnaire issued to the Inspecting officers in the Andhra Pradesh Education Department. While answering one questionnaire yourself, please forward the second copy to the local Deputy Inspector of Schools. I will be thankful to you if you and your Deputy Inspector of schools can send your reactions at an early date, to my residential address given above.

Thanking you once more,

Yours sincerely

Sd/- C. S. Subbarao  
Lecturer, College of Education,  
Osmania University,  
Hyderabad 7.

To

Shri.

District Educational officer,  
Andhra Pradesh

### APPENDIX III

**Questionnaire Issued to the inspecting and administrative officers connected with the implementation of Basic Education in the Departments of Education and Panchayat Raj in connection with an Investigation into the Practices of Basic Education in the state of Andhra Pradesh**  
By C. S. Subba Rao, M. A., M,ED., 3-4-633/22 Narayanaguda,  
Hyderabad-29, Andhra Pradesh, (Telephone No. 36004).

*The filled questionnaires may be sent to the above address as early as possible, along with additional information you may like to give*

1. Name of the Inspecting officer and qualifications  
General & Basic.
2. Designation and addrees :
3. Experience in different capacities .
4. How many times in an year do you visit each basic school?
5. What are the different aspects of Basic school work covered by your routine inspection
6. Do you take the help of any other persons or committees in the inspection of schools? If so, please give the details and nature of the assistance taken.
7. What special measures do you take to cover the inspection of all aspects of school work ?
8. What is the attitude of the following towards Basic Education ?  
Please state the possible reasons for their attitudes
  - (a) Parents & Public :
  - (b) Teachers :
  - (c) Administrators
  - (d) Other inspectors .
9. Please state which of the following systems of teaching is suitable for Basic schools and why ?

- a) Class Teacher System
  - b) Subject teacher system :
  - c) Both together (Details) ?
10. a) What are the usual methods of teaching adopted by the teachers ?
- b) State your opinion on their suitability .
- c) Suggest ways and means for improvement in the methods :
11. Please comment on the extent of freedom enjoyed by the teachers in the implementation of the syllabus.
12. a) If you find any defects in the curriculum for Basic school please list the same :
- b) State why you think them to be defects :
- c) What remedial measures are you taking to remove the same
- d) What further work should be done and by whom :
13. What procedures do you adopt for the inspection of craft work ?
14. On what basis do you recommend the introduction of a particular craft in a particular school ?
15. a) What formula of self-sufficiency do you apply to schools :
- b) What are the difficulties in applying the same ?
16. What are the crafts selected by schools in your area ?
17. a) What new crafts do you suggest for introduction in your area ?
- b) State the basis for your suggestions :
18. Please suggest how the 'Residential Basic school' daily routine can be adjusted to a 'Day Basic school' functioning within the working hours recommended by the Education Department.
19. What do you consider as the basis for the efficiency of a basic school :
20. How many demonstration lessons do you give in an year either during your inspection or at the centre classes ?
21. Are you doing any research either in Basic Education or in other aspects of Education ? If so, please give the details here,

22. If you are not doing any research, please state your difficulties or any other reasons relevant
23. Please suggest any improvements you want in the programme of the centre classes
24. What is the effect of the democratic decentralisation on Basic Education ?
25. Please comment on the desirability or otherwise of the new seven year integrated elementary education scheme of Andhra Pradesh ?
26. During the course of your inspection and administration of Basic schools you must be confronting various problems pertaining to the implementation of this system of Education. Some of the problems are specified below. Please complete the columns in the given proforma against each item as per directions. You are free to add other problems if any. Extent of success may be measured as 80-100 A, 60-80 B., 40-60 C., 20-40 D., 20 and below 20 E. These figures indicate the percentages.

Area of the Problem	Specific difficulties experienced under this	Measures taken to solve this problem	Difficulties in the same	Mark the extent of success (A B C D E)
(1)	(2)	(3)	(4)	(5)
1. To make compulsory education successful.				
2. To provide facilities of buildings and land to basic schools.				
3. To supply sufficient number of qualified teachers fit to run this system, checking the slow progress				
4. Late payment of salaries to teachers				

(1)	(2)	(3)	(4)	(5)
5.	To produce basic education literature.			
6.	To popularise basic education			
7.	Helping in the preparation of annual plan in the Basic school.			
8.	To make the parent teacher association function successfully.			
9.	To make the correlated technique of teaching successful.			
10.	To enable the schools finish the syllabus as per schedule.			
11.	To make the craft work successful.			
12;	To make the examination system effective.			
13.	To encourage teachers to undertake some simple investigations.			
14	Any other problems			

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